THE JOURNAL OF EDUCATION

Volume 126 FEBRUARY, 1943 Number 2

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The Journal of Education

VOLUME 126 — BOSTON, FEBRUARY, 1943 — NUMBER 2

ESTABLISHED 1875

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Business and Editorial Offices
SIX PARK STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.75 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

AS WE GO TO PRESS

We feel that here, if ever, is an issue of obvious importance to the nation and the cause for which it fights on battle fronts around the world. The title, "SCHOOLS FOR VICTORY" Number, has been chosen to convey at a glance the challenge of this hour and of many succeeding hours and days and perhaps months and years until Victory with a capital "V" shall have been written into the pages of history for a future freed from the threat of bullyism.

▼

Any one who still doubts whether the schools of America should step aside from traditional pathways to equip their students for best possible service in the present crisis, needs to read our keynote article, "No One Has Told Us To." Then if one asks, "What can we do and how can we start?" there are specific suggestions in the pages that precede and follow.

Whenever a big job of intensive instruction has to be done, the first demand is for textbooks. And now as always the producers of these essential tools have come forward with newly created and sharpened implements, each made to the measure of its appointed task, yet each individually shaped to suit the different requirements of various educational situations. We hope our characterizations of pre-induction texts on the next few pages will prove helpful to teachers and administrators. In a number of instances, the sketches thus given have been supplemented by display announcements from the publishers themselves elsewhere in this issue.

▼

To Better Schools and a Better World—through united and intelligent striving for Victory—we dedicate this "SCHOOLS FOR VICTORY" Number.

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. . . TEXTBOOK TOPICS

The Time Element In Schools Is Vital

The hands on school clocks keep circling around their dials. The bells in corridors and classrooms ring out their signals for beginning and ending each period or session. Time is short and it must be utilized.

Lowering of the draft age to 18 years means the cutting off of a year or more from the time usually allotted for a boy to round off his formal schooling. Activities essential to the winning of the war necessarily make heavy inroads upon the time of both pupil and teacher. Unless the time that remains for good solid learning and instruction is carefully conserved, pupils are deprived of their just rights, young people are ill prepared for the work they have to do in the world, and the educational effort for which the citizens pay out good tax money represents production honeycombed with waste.

The occasion is not one for having pupils copy material from blackboards or from teachers' dictation—material that should be in their textbooks. Teachers and office clerks should not be working over duplicators to "lift" copyright material or otherwise provide substitutes for what can be had so much more economically from the books which the forethought and enterprise of publishers and authors have placed within easy reach of every school that is prudently managed.

Today's pupils require today's textbooks—replete with information corrected to the latest possible date. Textbooks written, illustrated, edited and printed with the skill that has been developed only in recent years.

When a teacher and a class are obliged to get along without the instructional tools essential to their work, learning is retarded, efficiency is impossible. Imagine a complicated machine moving along the assembly line when a fourth or half the needful parts are missing and the workers have to stop and make them by hand. What would the production records of industry resemble if the method used in many poorly equipped schools were applied to the making of tanks and guns and planes and ships?

Time is victory. Time is education. Time is the stuff that schooling is made of. Time must be conserved if education would be worthy of its trust.

A.T.P.I. Executive Meets Boston Group

BOSTON.—At a luncheon conference staged in his honor, January 20, at Hotel Statler, Mr. Lloyd J. King, newly elected executive secretary of the American Textbook Publishers Institute, was introduced to the Boston textbook publishers.

Mr. King pointed to the need for continued cooperation by the publishers with expanding educational demands and expressed the hope that the Publishers Institute would succeed in making this cooperation more effective both for the sake of the publishing industry itself and as a service to the children and the nation.

It was announced by President Dudley R. Cowles that similar conferences have been held in Chicago and in New York.

Watch for Bookmen Driving Dobbin

If the publishers' representatives don't get around to show you their samples and discuss your textbook problems with you as freely as they did in normal times, it isn't because of any desire of their to remain aloof.

It's mostly due to the lack of gasoline.

On this point one of the publishers writes as follows to Textbook Topics:

"I note that particularly in the western regions, publishers' representatives and even state departments are concerning themselves with getting extra gas for textbook representatives. Naturally, every publisher wants to make the best use he can of his field representatives, and the field men want a worthwhile job to do. But I feel that the first job is for us to win this war, and make the sacrifices necessary to do so. It would seem to me best all around if everybody could accept the situation—do it voluntarily, rather than by directive. In that case, everybody would be in the same boat. Of course, we older chaps can go back to the days when we traveled by train, interurban, and even horse and buggy. We didn't see so many people, but we saw just as many as our competitors did—that is, if we were as much on the job."

ELECTRICITY, MACHINES, AND SHOPWORK

Electricity; Shopwork

A pair of texts, written to conform in every way with the Army's specifications, are "Fundamentals of Electricity" and "Fundamentals of Shop Work," both by Supt. Wm. H. Johnson of Chicago public schools and Louis V. Newkirk, director of Bureau of Industrial Arts Education, Chicago public schools.

Each aims to provide the teaching materials which will exactly meet the needs of our youth in fitting themselves for the most effective work in our armed forces. Each book comprises demonstration and discussion materials, laboratory or shop exercises, reviews and tests.

FUNDAMENTALS OF ELECTRICITY by Johnson and Newkirk. Macmillan: New York.

FUNDAMENTALS OF SHOPWORK by Johnson and Newkirk. Macmillan: New York.

Fundamentals of Electricity

Freshly written to meet official specifications and to provide a text which even a somewhat inexperienced teacher could readily employ, is Miller's "Fundamentals of Electricity." Explicit diagrams are closely integrated with a clearly written text. Great care has been exercised to describe apparatus and demonstrations in simple, unmistakable language, and to state each principle with accuracy.

Besides the topics usually found in textbooks on electricity, there is a special chapter on electric welding. Only an elementary knowledge of

AND REVIEWS . . .

algebra and the ability to perform the operations of arithmetic are required on the mathematical side. The book carries out the Army's idea of having these pre-induction texts suitable for study by persons who have no teacher at hand to guide them.

FUNDAMENTALS OF ELECTRICITY by Fred R. Miller. D. C. Heath: Boston.

Shop Work

A new text titled "Shop Work," by two experienced teachers, has just arrived to give form and content to such a course, especially planned to conform to Uncle Sam's emergency demands. For this is a mechanized war, and the armed services require a great number of persons qualified to make repairs and replacements. The course should include practice in the use of woodworking and metalworking tools and machines, and this practice provides the subject matter of the book. An unexpected feature is the chapter on ropes and knots—but these are important in preparation for hoisting work. This is another of those miracle texts called forth by the crisis. Yet it shows no signs of haste in production.

SHOP WORK by Wicks, Poliacik and Ellberg. American Book: New York.

Fundamentals of Electricity

This paper bound text is planned for use as a first-level course to equip men who are about to enter military service with a basic foundation for further specialization. It offers a complete pre-induction training program in 12 definite teaching units. The Instructor's Manual gives teaching suggestions and learning aids with detailed keys to Directed Demonstrations Discussions, the Laboratory Exercises and Review Tests.

FUNDAMENTALS OF ELECTRICITY by E. W. Jones. McCormick-Mathers: Wichita, Kansas.

Electricity for Everyone

For a subject so mysterious at bottom, electricity breaks down into a fairly small number of working principles, each capable of illustration or demonstration by some small gadget that can be made by almost any one either in a laboratory or at home. This new text, "Electricity for Everyone," utilizes the foregoing fact by asking the student, at the start of each major topic, to construct the elementary device from which may come an understanding of the more complicated mechanisms that make this an electric age. However, this text is not one that stops with elementary laws or gives only a smattering of electrical science. It is scholarly and thorough enough to satisfy the needs of a senior high school course. At the same time it is readable enough to be followed by any youth or adult working independently to build up his knowledge of electricity. Much attention is paid to explaining the care and maintenance of electrical apparatus commonly used in homes and to such matters as safe wiring and the avoidance of personal injury from substitution of one's body for a bit of wire.

ELECTRICITY FOR EVERYONE by Joseph R. Lunt and William T. Wyman. Macmillan: New York.

Electricity

Well organized material for a semester course in the subject comes to hand in the text "Electricity." Teaching experience gained in an industrial plant in preparing this text. Points needed to meet army specifications have been incorporated, and the result is a neat and practical introduction to the facts and principles of electricity—useful for either war or peace. The work contains laboratory problems and reviews.

ELECTRICITY, based on material developed by Carnegie-Illinois Steel Corporation. American Book: New York.

Electricity, Machines, Shop Training

A set of three texts in fundamentals, each text having a corresponding workbook providing for step-by-step mastery of the subject.

FUNDAMENTAL SHOP TRAINING by Shuman, Monroe, and Wright. American Technical Society: Chicago.

FUNDAMENTALS OF MACHINES by Hobbs, Kuns and Morrison. American Technical Society: Chicago.

FUNDAMENTALS OF ELECTRICITY by McDougal, Dunlap and Ranson. American Technical Society: Chicago.

Automotive Mechanics—I

How an automobile is constructed, powered and repaired, and what kinds of motorized equipment are used in civilian and military transportation—these and other related questions are answered in "Automotive Mechanics I.", a war emergency text for a half-year course in high school. The author brings to bear his experience as instructor in a trade school.

AUTOMOTIVE MECHANICS—I by Clarence G. Barger. American Book: New York.

Fundamentals of Electric Welding

Purposely stripped of non-essentials, this manual of modest size gives the learner a step-by-step preparation—when accompanied by practice—for the important job of electric welder. The welding principle and apparatus, protective devices, and the approved methods of producing many types of standard joints are simply and adequately explained.

FUNDAMENTALS OF ELECTRIC WELDING by William Rice. John C. Winston Co.: Philadelphia.

MATHEMATICS

A Mathematics Refresher

Admittedly unorthodox, "A Mathematics Refresher" is an attempt to present the essentials of arithmetic, algebra and certain working parts of geometry and trigonometry in a simple development as free from pain as possible. Originally written to meet the needs of candidates for the Royal Air Force, the text has been tuned to American usage. It should aid any young or older person in gaining a grasp on mathematics and a facility in reckoning. This so-called "refresher" is indeed refreshing.

A MATHEMATICS REFRESHER by A. Hooper. Holt: New York.

Living Arithmetic

Compare any one of the six books in the "Living Arithmetic" series with the drab affairs we handled in our own beginning years, and the advances both in attractiveness and in careful grading are impressive. Comprehension is emphasized and put first. Drill is provided in ample amount, and zest for each new step is cleverly supplied. Mental processess of the pupil appear to be well recognized and guided. The quantity situations are of the child's own world. Numerical concepts are made clear and vibrant with concrete things to count and reckon with. These texts have a title not easy to measure up to. But they do indeed seem to make arithmetic come alive.

LIVING ARITHMETIC by Buswell, Brownell and John. Ginn & Co.: Boston.

Algebra in Easy Steps

Having the appearance of an unusually attractive workbook, "Algebra in Easy Steps" by Edwin I. Stein is in reality a carefully graded text, either basic or supplementary, in elementary alegbra. Its explanations and model examples are particularly clear and there are many evidences to support the claim that the book has been an outgrowth of classroom experience. But the feature seeming most certain to be appreciated by teacher and pupil alike, is the series of diagnostic tests, each test followed by a set of related exercises so grouped and numbered that a pupil who has missed certain parts of the test knows immediately what to do to strengthen his weak points.

This book should provide an excellent foundation in first year algebra, without which a student's further advance in mathematics is a hard and perilous journey.

ALGEBRA IN EASY STEPS. By Edwin I. Stein.—New York: Newson & Company.

Mathematics for The Emergency

An excellent brush-up course in pre-college mathematics — arithmetic, algebra, geometry and right-angle trigonometry—is cared for in "Mathematics for the Emergency."

It is a text workbook and is a re-adaptation of a book already tested in high school classrooms for eight years. The main emphasis is upon algebra. Sufficiently full explanations are given for the average student, and exercises are abundant. The necessary changes have been made to bring the course into gear with army recommendations for the pre-induction youth. Answers are included to about half of the examples.

Substantially bound, a pretty complete equipment for any youth with brains and pencil.

MATHEMATICS FOR THE EMERGENCY by Lapp, Knight and Rietz. Scott, Foresman: New York.

A First Course in Algebra

"Make haste slowly" has been shown by experience to be the best procedure in algebra, and this plan has been admirably carried out in "A First Course in Algebra," now appearing in a revised edition that supplies extra motivation through problems and exercises pertaining to aeronautics. Covering all the customary topics of the first year, the text includes graphs, functions, and the rudiments of geometric computation and right angle trigonometry. Portions of arithmetic are reviewed. Practice work is unusually abundant and graded as to difficulty. An outstanding characteristic making for successful learning is the employment of a series of tests following each unit.

A FIRST COURSE IN ALGEBRA by Virgil S. Mallory. Sanborn: Chicago.

AERONAUTICS

Before You Fly

Material for a one-year aeronautics course in an upper grade of high school is supplied by "Before You Fly." This volume has evolved from classroom experience in eight high schools of Washington, D. C., and the reviewer is at once impressed with the thoroughgoing treatment of the many topics covered, the orderly arrangement and unfolding of the subject and the practical value of the course as here presented.

The book apparently contains everything from A to Z that one requires to be intelligently airminded. It presupposes only slight knowledge of mathematics or of physics by the learner.

BEFORE YOU FLY by Robinson, Middleton, Rawlins and Phillips. Holt: New York.

Air Navigation For Beginners

This text is designed for secondary schools which wish to give their students a preparatory knowledge of the problems later to be encountered in Aerial Navigation, whether commercial or military.

AIR NAVIGATION FOR BEGINNERS by Scott G. Lamb. Henley Publishing Co.: New York.

RADIO AND METEOROLOGY

Radio—I

"Radio I." meets the demand for a first half-year pre-induction course in the theory and practice of radio. The student employs elementary algebra in solving many of the exercises. The authors are both connected with Westinghouse Electric and Manufacturing Company.

RADIO—I by Williams and Scarlott. American Book: New York.

A Start in Meteorology

Learning to predict the weather has gained even more than usual importance since the advent of the airplane. An elementary text in this science is now available under the title, "A Start in Meteorology." It is clearly and enthusiastically written and well within the range of high school pupils, whether preparing to enter some branch of aviation or merely to develop a good "weather eye" for everyday use. A small patch of chemically treated paper on the cover changes color to indicate more or less humidity. If applied to the text itself it would surely not point to dryness.

A START IN METEOROLOGY by Arnold N. Spitz. Henley Publishing Company: New York.

A number of War Time Texts were noted in this section for January. Others will follow in March. Watch these pages for First News of Textbooks. See also advertisements in this issue.

Editorials

Unconditional Surrender

The leaders of Japan, despite serious maritime losses and the wiping out of several of their island garrisons and bases, probably do not yet foresee the completeness of their ultimate defeat. But to Hitler and Mussolini the handwriting must by now have become quite legible. "Handwriting" is too weak a figure for what rises before their eyes, as the magnitude of allied strength begins to pile up around them and to thunder devastation upon their armies, industries, railroads, naval bases and the domains they once thought they could hold forever.

What with Stalin's armies refusing to call a recess in winter while the enemy deploys his main forces to other fronts—with costly defeats at Stalingrad, at Leningrad, in the Caucasus and elsewhere that can no longer be concealed from the people at home—with Italy's African empire destroyed—and with a huge allied force in Africa hinting an underthrust at Europe—there should be little wonder that the dictators now cast about for ways to relieve their desperate plight. They might gladly accept peace on terms permitting them to keep their territorial gains in Europe and in other respects be acknowledged as rulers of the boasted new order. But that "unconditional surrender conference" of the American President and the British Prime Minister at Casa Blanca has indicated, once and for all, that a negotiated peace—with Hitler pounding the table and shouting his minimum demands—is definitely not to be.

This act of announcing unconditional surrender as our goal was political strategy of a high order. It heads off any attempt of the enemy to trick us by deposing their dictators and substituting military or other heads to run up a flag of truce and pretend that the German people have repented of this war. No doubt they have. But the point is to see that they are given no chance to spring another one when repentance turns to whimpering and the itch for conquest.

Those Twelve-Week-Courses

Officers' training courses in the army are demonstrating how vast an amount of knowledge can be imparted and absorbed in a short time under emergency conditions.

Candidates for officers' schools are selected with more or less care: more in the case of men already enlisted; less in the case of married men who join up especially for the Volunteer Officers' Corps. The candidates know that there is about an even chance of their not coming through the course successfully. Thus both the hope of success and the fear of failure operate strongly to make each man do his best. A large amount of reading is demanded. Yet the memorization of details is not encouraged so much as the gaining of familiarity with text and reference books so that any desired information can be sought out in a hurry.

Is it education? Is it too speedily acquired to have it stick?

It may be only specialized training rather than education. Much of the knowledge gained will evaporate if not used quickly—as with information crammed for examinations.

But there must be some implications in this phenomenon for our established schools and colleges. In many of the latter, this short-course training actually goes on and instruction is given by regular members of the faculty. These instructors are learning more than they ever knew before about the capacity of youthful minds primed with zeal for quick mastery of facts. If the experience is a revelation to many professors, something more than surprise should be made to come of it.

What About Russia?

Premier Stalin, we are told, was too busy to attend the Casa Blanca conference, though he was invited to do so. Chiang Kai Shek was also absent. The affair was another of those bilateral parleys to which the world is growing accustomed. They are fine examples of Anglo-American unity. They result in ever fresh declarations of war aims—such as the principles of the Atlantic Charter and now this "unconditional surrender."

However, the absence of the other leaders from the Roosevelt-Churchill parleys is more than a slight omission. It is so large an omission as almost to make the lofty expressions coming from these meetings empty and tentative statements. Russia and China are doing the major part of the fighting in this war. They will have much to say about the end of the war and the peace to follow.

Russia in particular is an unknown quantity. There are as we know two Russias. One is fighting valiantly to drive the invaders from her soil. The other is the zealous exponent of communism. The

latter has its underground organization throughout Europe and the rest of the world. To what extent will a victorious Russia conform to standards set up by British and American heads of state? Where will the Reds stop when they have rid their country of invaders?

We should like to feel that Mr. Roosevelt and Mr. Churchill had met with Stalin and obtained from him the answer.

A Caution to Science

This is no time for science to gloat. True, the war emergency has drawn attention to the importance of science and mathematics in the curriculum—an importance they have always had and will have. But there will always be need of human understandings based upon history and the other social studies, upon the so-called humanities, upon the literary arts by which men learn to read and express themselves. Science without proper direction and control might mean the continuance of war and the destruction of all mankind. Science is the tool which the United Nations are using to clear the way for a better world —a world in which individuals as well as nations may have the right to self-realization. Every worthwhile branch of learning—the arts of free men along with technical skills and science—will have their due places in the pattern of peace to come.

Leave This to the Army

In order to equip our boys for maximum effectiveness in the war now raging and as a means of shortening that war and holding the loss of American lives to a minimum, our high schools have been and are being urged to set aside portions of their regular programs in favor of pre-induction courses. Many such courses have educational and vocational values that will carry over into peace times and are therefore entitled to admission on their own account. Thus it is a good thing for more of our young people to become familiar with mechanical principles and machine shop operations, to gain skill in mathematics, to know more about electricity and especially to become familiar with aviation. It is a good thing to intensify physical training for sound bodies. The ability to meet tests of speed, endurance and prowess on the play field is an asset under whatever conditions life may bring.

There is need, however, for educators to be on guard against proposals from whatever source that would undermine or overthrow the very objectives for which the schools exist. One such proposal has recently been pointed out and vigorously assailed in an editorial in the *Journal of Health and Physical Education*. The plan to which that periodical strenuously objects is that of training high school youths in hand-to-hand fighting—with all that this involves of trickery and unsportsmanly conduct in harming one's opponent as must be done in military combat. Development of such skills, while essential for war, is completely contrary to the principles upheld by all qualified instructors in physical education in American schols, and it can and should be reserved for men in military camps.

No Counterpart to Nazi "Education"

If a distorted type of so-called education was able to mold young Germans into a pack of lunatics, mad with lust for cruelty and conquest and glad to die for their Fuehrer and his hideous ambition to subjugate civilization, why may not education in its true sense be made to serve the opposite ends of raising up a youthful generation dedicated to the most exalted ideals of freedom, humanity and a decent code of relations among nations?

The difficulty of thus turning Hitler's plan of indoctrination the other way about is extremely great and perhaps insurmountable. For it is in the very essence of democracy or liberty *not* to force individuals to think alike. Agreement in a democracy must come voluntarily, after arguments have been heard from all sides. Frequently no agreement can be reached, and there is then an agreement to disagree.

Take the subject of religion for one example. Try and find a common platform on which all God-fearing Americans can stand together for any sort of common action. This may come in time. But is not yet.

The same situation obtains in politics. A one-party system with no organized opposition is, in normal times, the last thing free men could tolerate. If ever they did endure it, they would have ceased to be free men.

During a crisis like the present, when democratic nations are fighting for their lives, many differences are laid aside—but only in the hope of ultimately restoring the right to independent thought.

The thing that is to preserve the ideals we cherish is—not a scheme of universal indoctrination, but a keen and alert and continuous realization of the danger that overhangs. What we have heard about "eternal vigilance" will always be applicable. We may be able to agree among ourselves only as to what we do not want and will forever resist.

"NO ONE HAS TOLD US TO . . ."

JOHN M. TOBIN
Assistant Superintendent of Schools
Cambridge, Massachusetts
Executive Officer: National Defense Vocational Training Program

SOME few days ago, three school administrators were talking about the need for introducing the Pre-induction Training Program issued last November by the War Department.

The Superintendent seemed to express the consensus when he said: "Oh, I guess we won't do anything about that just now. You see, no one has told us to do it, so we'll wait until later. We want more information before we act."

▼

It is later than you think! And—here is some information.

To the best of our knowledge, gained through sources available to our Military Intelligence, the Axis Powers have—or had until recently—the following number of *trained* and fully equipped divisions in their armies:

Germany	300 divisions
Italy	60 divisions
Satellite Countries	60 divisions
Japan	150 divisions
	570 divisions

Against this staggering array, the United Nations have up until recently been able to mobilize approximately the following number of *trained* and equipped military personnel:

Great Britain	80 divisions
United States	60 divisions
Russia	400 divisions
	540 divisions

These are cold facts borne out by even the most casual reading of the daily newspapers. If it were not for Russia, which has borne the great brunt of the fighting with the German Wehrmacht, and for China's trained but scantily equipped forces that have helped immobilize a major part of Japan's striking forces, our country, along with Great Britain and the other United Nations, would be standing in even more deadly peril than it stands at this moment.

That is what we are up against!

It is clear to everyone that in the face of this emergency, we must build up a mighty offensive force with speed, efficiency, and thoroughness. The part that the schools of America—especially the high schools—can play in this great upbuilding, should be equally clear. If it is not clear, the fault is certainly not with the Army, which has been specific in outlining its needs and articulate in expressing them.

Listen to Lieutenant General Brehon B. Somervell as he addresses a large audience of school and college officials on America's schools and the Army's requirements:

"The job of the schools in this total war is to educate the Nation's manpower for war and for the peace that follows. *We can lose this total war on the battle-front as a direct result of losing it on the educational front.* Education is the backbone of an army. This was never more true than it is today—now.

"Our Army today is an army of specialists. *Out of every 100 men inducted into the service, 63 are assigned to duties requiring specialized training. We aren't getting those 63 specialists through the induction centers. Modern warfare dictates that we must have them.*

"Yes, we must have these specialists—these men who know the fundamentals of electricity, who know automotive mechanics, who can operate radios or dismantle carburetors. Without them, your Army would be an incongruous mass, incapable of attaining any objective."

The War Department implemented this "war on the educational front." With expert educational advice, it prepared for the upper two years of high school a series of outlines for pre-induction training in certain fundamental understandings necessary to advanced training in modern mechanized warfare. The areas covered were for the most part adaptations of existing or easily introduced courses in elementary physics. The outlines were specific—specific not only as to what work was to be covered, but as to the particular army jobs for which these courses laid the foundations.

Not necessarily every student was to take these exact courses in this particular form. As the War Department saw the situation, a significant proportion of the boys in high school—perhaps in the neighborhood of twenty per cent—were considered capable of far more advanced study than the elementary material included in these outlines. These students might be thought of as possible college material, a sort of reservoir for officer training and specialization at college level. They would continue their advanced work in high school in the basic courses—English, American and World Histories, Current Problems, Health. In addition, through some redirection and intensification of their regular science and vocational courses — Physics, Mathematics, Geometry, Chemis-

try, Shop—they would be assured of getting all the principles and practice covered by the Pre-Induction Training Course.

The success of this program to coordinate the machinery of high school education into the immediate war effort was dependent upon three very important factors. (1) The high schools would very markedly have to expand their guidance programs to search into every possibility among the students for worthwhile officer candidate material. Nothing should be allowed to prevent the very best quality of student from being given his opportunity to develop as a leader. (2) The type of learning and instruction would have to be greatly stepped up. The war emergency demanded faster and better work than had heretofore been considered generally acceptable on high school level. (3) The introduction of this twofold program would have to be practically universal. *All* the boys —and many of the girls—in the high schools of America must get the principles and practice suggested by these outlines. The more capable students would get them through their regular courses, adjusted to include these fields; the others through the specific Pre-Induction Training Program.

In this crisis, the stand taken by the War Department was notably realistic. Since every able-bodied boy was destined at the appointed age for the armed services, it reasoned that the schools would see in that fact an opportunity to help prepare him for tasks that were for him inevitable and unavoidable. It seemed beyond argument that the better grounding the student could get in school in *basic principles* of machines and electricity and radio and automotive mechanics, the sooner and more surely the Army could proceed with his advanced training as an army "specialist," once he had been inducted. After all, it is the Army's chief job to teach men to fight. It should not be hampered in this primary function by the necessity of taking time to teach elementary principles of science which the schools are perfectly competent to handle at the pre-induction level.

The common sense in this program, which points out one means the schools have for meeting the critical situation, was apparent. But even given this grim picture of the military need and the exact definition of what the Army wanted to fit this picture, many schools still hung back from adopting the Pre-Induction Training Courses, even for the students who were not getting any of this subject matter in their routine curriculum.

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But many people *have* told us, and have told us with a convincing insistence that just barely falls short of being mandatory! They are men of high authority, with intimate knowledge of the fearful need for action and the pressing haste for taking it. Their words are printed—for all to see—in the Introduction to each of the War Department outlines. They are unequivocal. They do not soften the urging with talk of "electives," nor sugar coat the obligation with suggestions that the program can be instituted painlessly on top of the present high school curriculum. Neither do they intimate that schools can pick and choose among the courses, introducing only one or two that may appeal to them and discarding the others. The Pre-Induction Training Course is a *program*—and while under no circumstances does it envision tossing overboard the entire curriculum of the Junior and Senior years of high school, it does involve basic changes.

Recently, in a stirring appeal, Dr. John W. Studebaker, U.S. Commissioner of Education, called upon the educators of the Nation to "break with tradition" and "to abandon for the duration nonessential interests, customary organizational problems, and customary schools programs." He rightly insisted that, "the secondary schools are due for a rapid and thoroughgoing curricular conversion if they are to be most effective in assisting the Nation's war efforts." And to this, with equal pointedness, the War Department added:

"The present emergency indicates clearly and emphatically that the first important curricular change must be the inclusion of pre-induction training."

And who else has "told us?" To quote shortly from only three whose direct contact with the situation gives profound weight to their utterances:

HENRY L. STIMSON, *Secretary of War*—"It has been clear for some time that *certain special courses given in the schools of the nation can be of great value for future work in special branches of the Army*. . . . No greater immediate contribution, therefore, can be made by the schools of the nation toward winning the war than to give our youth the basic knowledge and technical skills needed for modern combat. This is an outline of an official pre-induction training course jointly prepared by the War Department and the U. S. Office of Education."

ROBERT P. PATTERSON, *the Under-Secretary of War* — "The Pre-Induction Training Section has been established to facilitate arrangements for the appropriate training of individuals *prior to their entrance into military service.*"

JOHN W. STUDEBAKER, *U. S. Commissioner of Education* — "Youth now in high schools and colleges must prepare for wartime duties. . . . *They should begin now* their preparation for the crucial tasks ahead. . . . This manual, which is one of a series, has been prepared by Army curriculum specialists and practical classroom teachers. . . . Mastery of these course materials on a pre-induction basis . . . will enable the Army to cut the post-induction training time necessary to insure the superior competence of our men in modern mechanized warfare. *The courses may thus help to preserve the lives of thousands of soldiers.* Let it

never be said that any soldier's life was ever forfeited because we failed to do our part to provide him with adequate training."

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In themselves, the War Department outlines quite properly do not attempt to tell the school administrators how these curricular changes are to be made. That is the function and prerogative of the schools. On the other hand, they do suggest a pupil program which specifies in what years the program should be incorporated and the amount of time that should be given to this pre-induction training:

"The secondary schools of the country can assist the Army and help win the war by modifying the curriculum for boys in the last two years of the high-school course. This modification involves *the simple requirement that one or two class periods a day be devoted to pre-induction work for every boy during the eleventh and twelfth grades.* The war emergency demands that peacetime sequences of course be modified to the extent that a unit of pre-induction work be considered the equivalent of any other unit."

While invoking speed and universal acceptance of the pre-induction training program, the Army and the educational specialists who shaped the course were not unmindful of the disturbance which it would cause the schools. However, they did point out that it was by no means waste motion —either now or for the long run. After successful completion of the pre-induction course, "Victory Certificates" would be awarded to the students, and would be taken by them to the Army reception centers. There these certificates would be used in determining the initial assignments of the men to their Army jobs. In that capacity, therefore, the Pre-Induction Training Course would serve as an urgently needed time-saver in the placement of men according to their abilities.

In addition to that, the value of the pre-induction training for long-time purposes is obvious. They make a substantial contribution to the needs of peacetime as well as wartime industry; and they furnish a type of education which has general value in an age of science and technology.

Be all this as it may, there simply is no controverting the immediate need for such education *now*—irrespective of its disturbing effects on traditional high school courses and quite independent of its possible values in peacetime.

Note once more the urgency expressed by Lieutenant General Somervell as he addressed his audience:

"This is your job in this total war. It is the job of the schools and colleges of America to provide the opportunity for every youth to equip himself for a place in winning the war. *You must do this, regardless of cost, time, inconvenience, the temporary sidetracking of nonwar objectives, or even the temporary scrapping of peacetime courses.*"

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Do we *need* more "information"? *Can* we be "told to do it" any more positively? No! We must act, and act now, for . . . "It is later than you think!"

SCHOOLS GEARED TO WAR

FRANK M. RICH
Principal, Public School, No. 2
Paterson, New Jersey

A CARTOON in one of our papers recently brought out the striking change that the war has made in domestic life today. The first strip showed the typical American family of a year ago, each member engaged in familiar, time-wasting diversions. The second strip showed the same family now—father a warden, mother a nurse, sister an ambulance driver, Johnny a model plane builder, and so on. War had set the whole family agog with interest in something of moment and service to humanity.

One could wish that a comparable reconstruction had reached school life also. To be sure, war has brought a little shift of school activities toward practical things —first aid, fire-prevention, scrap conservation, and an occasional contact with the public in rationing and registration. Negatively, school staffs have felt a shortage of teachers and colleges a dearth of students; but in the main, the educational enginery maintains the even tenor of its ways. Pearl Harbor and Singapore are matters of geography and history, not of politics or school administration.

But if the pinch lasts long enough and gets bitter enough perhaps even the schools will find themselves geared for efficiency and production. Legislatures and state departments will find they can modify certificate laws and teacher training routine so as to muster natural talent with intensive training to take the place of semester hours no longer available. They can modify labor laws and utilize the live operations of stores, offices and factories under educational supervision for the best scholastic programs students have ever received. They can run on two shifts or even three shifts. For the first time in history, the seven cardinal objectives extolled by the N.E.A. twenty-odd years ago will be brought within shooting distance of American schools.

DRILL ON FUNDAMENTALS

J. C. TRESSLER
Author, "English in Action" Series

WHEN last fall the New York City Board of Education and Board of Superintendents introduced for high school juniors and seniors eleven pre-induction courses—aviation, pre-flight mathematics, meteorology and navigation, radio code, home nursing, nutrition, automechanics, electricity, and the like—they authorized principals and grade advisers to push aside any academic subject except English and social studies to make room for the war courses. Evidently these educators believe English an essential subject in winning the war.

The Army, the Navy, the Marine Corps, and the nursing schools are asking us teachers to send them young people who have high ideals of life and conduct, patriotism based on an understanding of our country and its past and a deep feeling about it, the ability to get quickly from the printed page what the author put there, the habit of listening with intellectual discrimination, and the ability to speak and write with clarity, precision, and vigor. Yes, the Army, the Navy, the Marine Corps, and the nursing schools are interested in spelling and grammar, subjects about which schoolmasters sometimes debate.

Last fall A. H. Lass, editor of *High Points*, asked Rear Admiral Randall Jacobs, chief of personnel of the United States Navy, and Captain F. U. Lake, director of navy training, how the high schools could better prepare boys for war. They replied, "The public schools appear to be doing a good job of teaching the social studies, those subjects which do not call for drills or the development of skills, and of preparing for leisure-time activities, but attempts to use so-called progressive methods have resulted in the teaching of such basic subjects as penmanship, spelling, arithmetic, and even some phases of high school mathematics and science as incidental or supplementary to the general teaching effort. This bureau has confidence in the loyalty of teachers generally, and in their willingness to teach effectively those fundamental subjects for which the war effort should now provide motivation."

In reply to the same question Lieutenant Gordon Studebaker, Public Relations Office, Army Air Forces, wrote, "In general, the Army Air Forces, and for that matter the army as a whole, are finding that boys coming into the armed forces are deficient in the fundamentals."

Drill is activity carried on to secure control over the activity, not for the product. Such practice is common in life outside the schoolroom—in learning, for example, to play tennis, the piano, or the slide trombone, to drive a car or a golf ball, to type, to sing, or to dance.

The educational investigators have demonstrated rather conclusively that correct usage cannot be acquired through a vague general training but must be secured through specific drills. Controlled experiments by Anderson, Esslinger, Thomas, and Williams demonstrate the importance of specific, individual drill in the elimination of common errors in usage and furnish evidence that this training carries over to written composition.

Professor Knight Dunlap of Johns Hopkins University has a simple solution of the problem of habit formation. If a child bites his nails, sucks his thumb, or stammers, give him conscious practice in biting his nails, sucking his thumb, or stammering. If he is in the habit of typing *hte* instead of *the*, have him break his bad habit by typing a half page, single spaced, of *hte's* and a week later a third of a page.

A teacher using this method would doubtless assemble in a group his pupils who say *ain't* and then would perhaps have them chant in unison five minutes a day, "I ain't going, you ain't going, he ain't going, we ain't going, you ain't going, they ain't going."

As a general method of habit formation this sounds like sheer nonsense. Yet in scientific investigation of the effectiveness of six types of practice Prudence Cutright found that the Knight Dunlap method ranked third. Dr. Mary Ross, an author and practicing psychologist, has found it a most effective method of treating stuttering and stammering. Clearly the method raises the error or bad habit from the field of the involuntary to the voluntary and therefore controllable and also creates desire, a fundamental of habit formation.

Like learning, habit formation has two distinct parts: (1) desire, which may be called attitude, aim, purpose, initiative, motivation, determination, mind-set, or readiness; and (2) mechanism, which includes methods, devices, procedures, and practice. Unless practice is accompanied by interest and zeal, learning does not result. Boring, Langfeld, and Weld say, "The introduction of a special incentive may increase the performance of long-practiced workers by remarkable amounts."

A right classroom atmosphere is the best form of motivation. High School pupils are rigid conformists. Above all else they dread to

be outsiders or to be considered different or queer. "Language improvement," says K. C. Garrison, "comes largely through social pressure exerted upon the individual." If we make our pupils our allies, parents can truly say, "I sent my son to the schoolmaster but the fellows educated him."

Another form of motivation is diagnostic, practice, and mastery tests, which make goals visible, enable the pupil to measure his own progress, and so help to arouse a desire to use correct English. By administering a diagnostic test the teacher can find out whether the pupils need drill, which pupils need drill, and what they need drill on. With this information he can plan for group and individual practice. If the mastery test parallels the diagnostic test closely, education becomes a game in which a score is kept.

A good slogan in teaching grammar, spelling, punctuation, and capitalization is, Every lesson a test, and every test a lesson or, to use Morrison's wording, "Test, teach, test, teach, test, teach to the point of mastery." "Pupils learn more," says Dr. McCall, "during a testing period than during a teaching period. Testing is one of the best methods of teaching." Dr. Symonds has experimental evidence to support his statement that one test is equal in value to five repetitions.

Attentive repetition is the indispensable factor in the mechanism of habit formation. In *Human Learning*, Dr. E. L. Thorndike says, "Repetition may change a pupil as little as repetition of a message over a wire changes a wire." With his mind on what he wishes to learn the pupil should hear the correct form, say it, and write it until the impression is so strong that the right expression is automatically used.

In his report in the *Forum* of 1897 of the first scientific study of education Dr. Rice demonstrated conclusively that spelling practice which does not hold the attention of the pupils is worse than a waste of time. Other experimenters have gathered evidence that class hand-writing drill is only 10 per cent effective and that class spelling drill is only 33 1/3 per cent effective. In other words, of thirty pupils who have a penmanship period every day, only three make a noticeable improvement in a term. Likewise, if *separate* and *benefited* are drill words for the term, only one-third of the pupils who can't spell these two words at the beginning of the term will be able to spell them at the end of the term.

Individualization of drill makes it more efficient. If, for example, a pupil habitually says *runnin* and *goin* instead of *running* and *going*, the teacher can either have him make up his own list of practice words and sentences or have him practice the *ing* exercise in his textbook. If he needs help, the teacher should supply him with a pupil coach. The teacher should, of course, check the pupil's progress by having him pronounce *ing* words and read sentences with *ing* words and also should watch his pronunciation of *ing* in answers to questions and in casual conversation.

From careful scientific experimentation Walter S. Guiler draws this conclusion: "The marked improvement and the permanency in learning resulting from remedial instruction was probably due to the fact that the students' difficulties were individually diagnosed and to the further fact that remedial instruction and practice were focused on individual needs." A remedial program, he adds, should provide "self-teaching and practice materials of types definitely suited to individual needs."

About the value of games in the English classroom educators disagree. In my rapid, normal, and slow classes in grades 9 and 10 two games—baseball and right-down—have aroused a lively interest and provided rapid, spirited practice. Certainly practice should be gamelike. Dr. Dora V. Smith found that only one high school senior in a hundred could write a letter in correct form. A gamelike teaching of letter form is to have eight or ten pupils at the blackboards and the rest of the class at their seats write, as the teacher dictates, the heading, inside address, salutation, complimentary close, and signature of a variety of business letters and to make a pupil's work 100% if perfect and 0 if there is any error.

Drill should be not only motivated and gamelike but thought-provoking. There should be adequate emphasis on reasons. John Dewey says, "The true purpose of exercises that apply rules and principles is not so much to drill them in as to give adequate insight into an idea or principle."

Another part of the mechanism of habit formation is the avoidance of exceptions. Ah, there's the rub. How can the teacher prevent exceptions? Obviously he can't. But he can tackle seriously the job of stimulating pupils to use their best English in ordinary conversation and hope for better co-operation from teachers of other subjects. For example, he can teach conversation and also make use of the error box, into which pupils drop for a week or two the incorrect sentences they hear their classmates use.

What about backsliding? The University of Oregon publication, "The Persistence of Language Errors among School Children," carries the information that in Portland the use of *in* for *into* was eliminated in grade 6, reappeared in grade 7, and persisted through high school as one of the most frequent errors—one of the highest on a list of fifty. "Much of learning," says Dr. E. L. Thorndike, "consists in adding strength to connections so that they will resist disturbing conditions or the destructive effect of disuse." Overteaching is sometimes valuable. Review is frequently necessary.

The task of the teacher of English usage is, then, fourfold: (1) to make the pupil desire to form good language habits; (2) to give

him abundant practice; (3) to stimulate him to avoid exceptions; and (4) to watch for breaks in habit connections and repair the damage by review.

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The question remains, What type of practice is most effective? To that question there is at present no complete authoritative answer. Prudence Cutright furnishes a tentative answer. Her investigation covered grades 4, 5, and 6 of seventeen Minneapolis schools. In the conclusion of her report she ranks as follows the six types of drill used in different classes:

1. Choice of constructions with both oral and writing responses.
2. Combination of methods—one week of each.
3. Practice on the incorrect form with knowledge of the correct form.
4. Choice of constructions with written responses only.
5. Proofreading.
6. Games.

As the control group, which did just ordinary language work, showed little growth in correct usage, one of Miss Cutright's conclusions is that some definite attempt at elimination of errors is necessary.

Obviously drill is more effective if it is a direct preparation for speaking and writing the pupils expect to do in the near future. A project such as a classbook, class paper, or radio broadcast is effective stimulus for lively, enthusiastic, thought-provoking drill based on a felt need.

Although projects and drill are not a foolproof composition method, they help teachers to give to English instruction some of the zest and definiteness which inhere in football and basketball. Projects not only call for real speaking and writing but motivate drill, and earnest drill speeds up the formation of correct language habits. Since practice makes permanent or habitual, not perfect, the drill is a valuable part of the project.

INTO THE HOME BY WAY OF BOOKS

CALVIN T. RYAN
State Teachers College
Kearney, Nebraska

"YOU take this book to your mother, Doris, please. She was asking me about some information on vitamins. I think this book will help her."

"Teacher, Dad wants to know whether you have any books here at school which will help him and me learn something about radio."

"Miss Jones, can you suggest some books for my children to read during the vacation? They have read everything around our house."

What a splendid chance the teacher has to influence the home through books! And, of course, advice about books Not all parents know where to find what information is available on a given subject. If the teacher knows, or can find out, she will be of real service to the home and to the community. Just as the church should be the religious center of the community, so should the school and the library be the recreatory and information center of a community.

Teachers need not think because they hear so much about the child-centered school, about projects and units of work, mere information, yes, books, have no place in a school, or in the work of the school. There is still a place for content, even when we wish to be very progressive in our methods.

It is not enough to think of the home as a mere institution. It does have some characteristics commonly found in an institution. It has a definite task to accomplish. Nevertheless, it is more than an institution. Here live parents and children; here should be love, devotion, and sympathy; yes, even fun, the like of which is not found in any other organization known to and controlled by man.

Just as we think of our schools in terms of our child's teacher, so we think of the home in terms of the father, the mother, and the child or children involved. That is, we are immediately dealing with human relationships, and if those relationships are to be mutually happy and commonly helpful, each side owes the other some consideration.

One way for the teacher to make herself felt wholesomely in the homes of her patrons is through books. Of course, that presupposes there are books. Making books accessible to the children is a problem in some communities. Teachers are meeting that problem in many different ways. For they know they can do the community no greater service than to make them book-conscious, or their children no greater favor than to make them lovers of good books.

Assuming you have the books, you now make a time for the children to read. You talk about the books, read from them, encourage the children to handle them, look at them. You consult reference books before your children, and make occasions for them to consult books. Books soon become good friends, affording both fun and information.

A father drove twenty-five miles one winter night so that his little

boy could see for the second time a book of mine which I had exhibited once in the little boy's presence. A Nebraska farmer and his wife drove fifty miles so that their little girl could thank me, and tell me how much she had enjoyed a book I had given her. The old story about giving a Christmas present of a book, and being countered by, "Oh, he already has a book!" is pointless in many homes.

Of course there must be consideration for the right age-grade placement. The small child may be reading about the postman, the policeman, the fireman, to learn of their service to society. Later the children will read stories wherein these are characters, along with the aviator, the radio announcer, the nurse, and the librarian as background in selecting an occupation. The material may be written in language which the child grasps readily, a straight out and out exposition of what these men and women do, or it may be in story form—a novel. Reading should be a very important means of contributing to the child's mental and emotional growth.

Through the child's reading experiences he finds his relationships with society, even with his own parents, brothers and sisters. He learns to see himself and his problems objectively. He finds out why we have laws which we obey for the good of all. He finds out that he is very much like other children of his own age and sex. He learns while he enjoys.

It is wise expenditure during these times to get Ryllis and Omar Goslin's *Democracy*. The pictures in that book convey more about what it means to live in a democracy, and how to be democratic, than any amount of telling can give. It uses the visual appeal primarily, although there is a running story throughout the book.

If we can develop this democratic attitude in our children, we have done something very valuable for democracy. And we can be assured that the home is going to appreciate it, and profit from our instruction. We can reach the home indirectly, at least; often directly.

With recent advancement and improvement in the writing and publishing of children's books, it is now possible to get information about nutrition, about health habits, through reading that is enjoyable. The children are bound to take those things into their homes. Here is a fifth grade child who was telling her parents about vitamins and what foods contain certain ones. Now the child didn't know what vitamins are, but she was on a sure path to learn. And what is more the parents began to consider the food they served in terms of vitamins. The mother sought further information from the teacher, and was told where to read about them.

And that is a point of significance. Many mothers have never had occasion to become book-conscious. They have not learned how to look up things in reliable books and magazines. The Agriculture and Home Economic departments of our state colleges are doing splendid work in preparing bulletins for home use. Books can be made real tools of homemaking.

A wise teacher, of course, will not force herself upon the homes, but she will make herself, her help, indispensible. "Ask teacher. She knows." Whenever a teacher overhears her pupils saying that, well, she has arrived. "Nothing goes in our family these days unless John finds Mr. Smith thinks it's right!" a father reported.

Books about birds and beasts are now written so that a person may read them and learn to enjoy and understand nature. They remove nature and natural objects from any associates with scalpels, microscopes, and textbooks. I think the writer who said: "Sensing, enjoying, searching, knowing: these are the psychological accompaniments of nature study," is wholly right. The teacher should be more gratified with the child who says: "Mother wants to know whether you have a book on flower arrangement," than with the one who says, "Dad wants to know how to study the petal of an American beauty rose."

Of course the teacher who reads aloud well is blessed. She can appeal not alone to her pupils, but she can also give pleasure to older people. Reading aloud is becoming a real art; so is story-telling. "I wish you could hear my teacher read," a child told his mother. And it wasn't long before the occasion was arranged. The teacher was invited into that home, and "to read aloud." The poet Keats was right when he wrote: "It is better to sit like Jove than to run like Mercury."

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It is more interesting, both to the teacher and to the family, to be invited to call on a patron to talk about books, or to read aloud, than it is to make the duty calls. The teacher sections her community. She takes each house down the street. One neighbor watches her call on the next one. Duty calls! Official! She is the teacher. Not Miss Jones, who reads so delightfully. Not Miss Smith, who entertains all the children with her stories. But Miss Jones, the neurotic teacher. Miss Smith, Mary's arithmetic teacher.

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Good reading menus are as necessary to the mental and emotional lives of our children as properly selected lunches are for their physical well-being. To give the child either one, the teacher must reach the home. She must convince the parents not alone of her own preparation and ability, her scholarship rating or her academic standing, but also of her genuine interest in the welfare of their children. There is no one way, but whenever the teacher sees her duty, she will find the best way.

EDUCATION AND THE BOOK

LOUIS FOLEY
Western Michigan College
Kalamazoo, Michigan

CERTAIN religious groups used to lay extreme emphasis upon the Bible, which seemed to be considered as the very foundation of the Church. Of course, from a historical point of view, it is much more realistic to think of the Church—already an existing and militant institution — as having produced and preserved the Bible as we know it. Nevertheless, generations of pious souls regarded the actual pages of the Scriptures with a reverence bordering on superstition. The mere reading of Holy Writ seemed in itself not only an act of piety but the putting of oneself under a good influence whose efficacy was assured. Even the very presence of the unopened volume was felt to be a kind of supernatural force. This traditional attitude is easier to understand when we remember that the rise of Protestantism belonged to the same period as the development of printing, the time when a book was a precious thing indeed, and when only those writings which were deemed especially valuable had any chance of publication.

In more recent days, most congregations appear to have drifted rather far away from that former attitude. One is tempted to hazard the hypothesis that the *average* modern church-member hardly opens a Bible from one year's end to another. Sermons are much less closely tied to Scriptural texts than they used to be, and the language of the clergy is no longer characteristically interlarded with constant Biblical allusions—which not so many present-day hearers would appreciate. Emphasis nowadays is obviously much more upon the "activities" of a parish, the multifarious "social" undertakings of all manner of groups and subsidiary organizations.

Now probably few of us would really wish for a moment to go back to things just as they were. Yet the results of the changed attitude are apparent in the nebulousness of religious knowledge on the part of so many modern church-goers. Our ancestors may have been narrow-minded and unenlightened about various matters, but at least their faith had a definite foundation, and they knew what they believed. Their descendants may be much "broadened," but they have lost a heritage not easy to replace.

Parallel to this evolution, and perhaps not altogether disconnected from it, has been the apparent change of attitude toward textbooks in the schools. There was a time when the position of the textbook in the classroom resembled considerably that of the Bible with respect to the church. For every lesson it furnished not merely the basis but practically all that was to be learned. It was thoroughly perused, carefully reviewed, and often largely memorized. The book was the authority, rather than the teacher, whose function in general was mainly to see to it that the contents were absorbed and retained. And there have been some great Americans, not favored with much formal schooling, who gained an effective education through laboring over a few textbooks by themselves.

From that old-fashioned way of doing we have come a long way. In modern teaching the emphasis seems to be commonly placed almost anywhere *except* on the textbook. Some teachers prefer not to have a regular textbook at all. We hear much of "activities," "projects," "committees," "classroom discussions," "problematic situations." The teacher's task is conceived as a matter of "creating interest" or "arousing response," and apparently some educators remain serenely undisturbed though the "response" be loose, inaccurate, superficial, fragmentary, or expressed in utterly slipshod language.

No doubt some truly brilliant teaching has been accomplished under these new conditions. For the teacher possessed of inexhaustible initiative, and blessed with bright pupils, the freer methods of our day obviously offer more challenging opportunities. Yet the whole business—like Protestantism without the Book—is likely to seem at times unstable, fortuitous, lacking in momentum, at the mercy of adventitious influences such as what somebody just heard over the radio or what he had for breakfast.

At the present time, however, the traditional basic implements of learning offer much greater advantage to teachers and pupils than they ever did before. Many of our textbooks of today are not only more intelligently written but far better printed and illustrated, and in various ways much more attractive and interesting, than their predecessors which were taken a good deal more seriously. As teachers we might do well to depend upon them more than we do, to try to use them to the utmost of our ability. Both we and our students might be surprised at the results.

There is almost no end to what can be drawn out of a good textbook assignment that has been energetically and persistently prepared. Of course the teacher

needs to study it *first*, but previous training and experience will have made that task much easier than it is for the pupil. Then the lesson can be properly prefaced or deftly previewed before it is actually assigned. When one comes to its subsequent handling in class, some thoughtfulness beyond the conspicuous details may be stimulated by analysis of both content and form.

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Really there is something to be said even for the much-condemned method of actually memorizing textbook material, provided that the passages selected be quite worth remembering. Learning good sentences or paragraphs by heart may be a valuable experience. There are many textbooks that would furnish more useful lumber for the mental store-room than do, for instance, modern high-school plays for which students are encouraged to learn long rôles. Exact verbal mastery of important statements, which have been carefully phrased, means habituating oneself to the means of clear and orderly expression which sooner or later will carry over usefully to other situations. Moreover, verbatim learning can be made both easier and more profitable by a practical manner of attack. We might use Benjamin Franklin's method, to which he attributes his attainment of effectiveness in writing. When the student feels that he *understands* a rule, for example, or a historical generalization, or the statement of some principle, then let him try phrasing it freely "in his own words." By comparing his own version with the original in the text, it is usually not difficult to show just *why* the former is made less satisfactory by its variation from that original. As one continues this process, the "official" version will tend to become well-nigh *inevitable* in its wording, and hence easy to keep in mind. If, by chance, a student succeeds in equaling or improving upon the textbook statement, there is surely no cause for discouragement. Most of our young people, however, are far too little aware of the importance of exactitude.

Before anything like a modern textbook was ever available at all, there were good schools and great teachers who served effectively in their day and generation. Certainly textbooks are not everything, and do not suffice—especially in our skittish age—to make a school. Yet for most kinds of fundamental instruction, including many courses taught in college, mastering the material in a good standard text, making it really one's own inner possession, means acquiring a solid foundation scarcely to be had otherwise. With that sort of prerequisite, "class discussions" have a chance of getting somewhere, instead of being random expressions of opinion where mere opinions are unimportant. "Books, we know," said William Wordsworth, "are a substantial world."

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TEACHERS FACE THE VICTORY CORPS

CHARLES I. GLICKSBERG
Instructor, South Side High School
Newark, New Jersey

THE Victory Corps program represents an attempt not only to enable the young to comprehend the reality of war but also to play a responsible and self-respecting part in it. Here is a nation-wide student organization which taps the vast reservoir of energy and initiative to be found in high school youth.

What must be emphasized at the outset is that the Victory Corps is a voluntary organization for the purpose of securing more effective student participation. In his foreword to the bulletin, "High School Victory Corps," Dr. John W. Studebaker, the United States Commissioner of Education, lets the grim facts of war speak for themselves; he points to the enormous sacrifices that will be demanded of every one, and especially of in the war effort? How shall the energy and ability of youth be mobilized for vital participation in the wa reffort? How shall the young learn the significance of the struggle that is now being waged? The Victory Corps is the answer. Such a volunteer organization can direct the activities of the young and prepare them in some measure for the role they will have to play when they reach draft age.

High school lads must be prepared for military service, and the more specialized their knowledge and training the greater the contribution they can make to the winning of the war. Modern total war is fought by specialists. Hence the urgent need for the high schools to adapt their instruction to the immediate needs of the war: the preparation of youth for war and essential community services. This preparation should be given to both girls and boys. The emergency problems created by the war make it imperative that we gear the curriculum to this end.

One of the controversial features of the Victory Corps program is the recommendation that military drill on a voluntary basis be given. Many teachers are afraid that this might constitute the wedge by means of which the Army would eventually take over the schools. It is to be expected that of the more than a million teachers throughout the country there will be some who may be opposed to the plan of organizing a Victory Corps. Though not always clearly formulated, the reasons for their opposition probably fall under one or more of the following heads:

1. Fear of Change: There is nothing some teachers distrust and dislike more than major institutional changes. Accustomed to the professional routine they now follow, they are afraid of the unknown, the incalculable. Once these changes are set in motion, who can say what will happen to our educational system?

2. Occupational Resentment: The departmental structure of the school system is often extremely rigid; it does not lend itself easily to administrative reconstruction. Each teacher feels that he has a vested interest in his particular subject, be it French or Art or Economics or Bookkeeping. He is a specialist in this field. Should the Victory Corps be established, it might necessitate a radical overhauling of the schools. The increased demand for physical training and for instruction in mathematics and physics would mean that teachers of other subjects would either be forced out or else be required to teach war-essential subjects about which they know next to nothing. That, however, is not the ground on which they base their opposition. It is interesting to observe the manner in which they rationalize their objections, how they discover socially approved reasons for defending the intrinsic value of their subject matter. The teacher of Art or languages argues that a knowledge of his field is essential to the war effort. Is not Art useful in making blue prints, in preparing camouflage? Is not a speaking and reading knowledge of a foreign language important for those soldiers who will be sent abroad? In short, stripping the curriculum of the cultural subjects they happen to be teaching would cripple our educational system to such an extent that it would not recover for at least a decade.

3. Suspicion of Militarism: Brought up for more than twenty years on the ideal of peace, peace universal and permanent, many teachers have found it difficult to adjust themselves to the harsh and ugly fact of war. Now that the war has come, they are afraid the Army will gradually transform the schools into barracks and institute compulsory military drill for all young men. The aims of education, they argue, are not fundamentally affected by the emergency. What is good for the young in peace time is equally good for them in a time of war.

4. Curtailment of Democracy: A small minority are fearful that the Victory Corps may result in a diminution of democracy in education. Slowly, perhaps unconsciously, the compulsion of the war neurosis will convert teachers into drill sergeants. Education will become regimented, mechanized, militarized. There will be

marching and counter-marching; there will be insistent cries for intensified discipline.

▼

The grim necessities of war will most probably dictate the educational adjustments the schools will have to make. It is too much to expect that the teaching body in his country will of itself prove able to direct and implement the Victory Corps program so that it will admirably serve military needs, without to some degree sacrificing the fundamental ideals and objectives of education. Our methods and traditions are too diversified, the educational systems we have devised are too closely tied to local conditions, to permit of a nationally coordinated plan for administering the Victory Corps. At the same time, as the originators of the plan have recognized with prudent foresight, there is danger in attempting to set up a centralized scheme for putting the Victory Corps program into effect. Regional differences alone would militate against such a plan. Besides that, the schools have on the whole operated on democratic principles. Self-determination has been the rule. The practices, curricular and administrative, of each school conform logically to the philosophy of education it espouses. Hence if the Victory Corps idea is to be democratically established, there must be no attempt from Washington to "dictate" what shall be done. The U. S. Office of Education, no matter how desperate the crisis in which we find ourselves, may suggest but not command. Voluntary and unified cooperation must be the ideal aimed at, an ideal entirely in keeping with the traditions of a great democracy that fears not the truth nor has any doubts regarding the complete loyalty of its citizens.

But if this ambitious scheme for harnessing the energies and capacities of youth to the war machine is to prove successful, no detail that might possibly weaken the program should be neglected. The planning must be so sound, so thorough, so comprehensive, that it recommends itself to all who must play a part in its fulfillment, and that means parents and teachers as well as students. The feature of the program that has been signally ignored is the response of the teachers. It has been assumed, and rightly so of course, that the reaction of the teaching personnel would be predominantly, if not unanimously, favorable. So it was, but when it came to the difficult problem of transforming theory into practice, ideas into action, the resistance became evident, even when disguised under ideologically plausible motives. What the planners had failed to take into account was the conflict of interests that would arise, the divided allegiance, the interference of the economic incentive. Patriotic as teachers are, they would be more than human if they silently consented to being "liquidated" by a program that they suspect was drafted and imposed by the military authorities before it was adopted as practicable and desirable by the U. S. Office of Education. Real or chimerical (and it is largely if not totally chimerical), this belief that their professional existence is endangered by the Victory Corps program must be dissipated, and it can be effectually dispelled in only one way: by a reaffirmation of the principles and aims that would govern administrators in establishing the Victory Corps in their schools. General assurances, bland professions of good will, warnings against crediting unfounded rumors, will not serve to allay all anxiety. Specific plans must be drawn up which would show that there was no cause for alarm. Then, when teachers realized what a distinguished and constructive part they can play in the war effort, they would support the Victory Corps program with unreserved enthusiasm.

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MAP DRAWING: IN "ONE EASY LESSON"

EDGAR FARR RUSSELL
Military Instructor, Cadet Corps
Central High School, Washington, D. C.

If someone said, "Cartography" to you, very fast, what would you think of, first?

"Maps and geography," we'll wager; for what is more closely associated with the subject of geography than maps? If you think still further, however, about cartography, other subjects which frequently make use of maps and mapmaking will come to your mind. Maps often form a necessary background for studies such as history, English Literature, foreign languages, art, engineering, military science, geology, aviation, and commerce.

In doing the work of the world, cartography plays an important part in the life of explorers, archeologists, anthropologists, aviators, sea-faring men, soldiers, automobile tourists, stenographers, surveyors, builders, contractors, realtors, business men, and architects.

Maps might be made even more useful, if everyone knew how to make an acceptable map, when the occasion arose. There are at present too many maps drawn by students and laymen that might have been improved, had these amateur cartographers known where to begin.

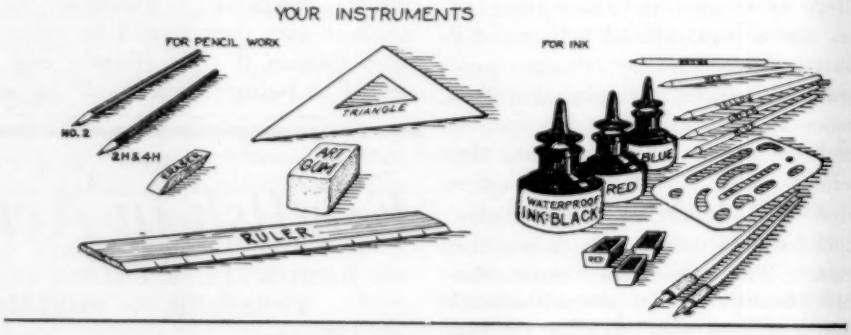
Perhaps you are a teacher of history, geography, or of one of these subjects which depend on maps so much? If so, you will want to pass on your knowledge of map-making and map-reading to your students. More than ever, today, maps are playing a part in the great struggle in which we Americans have resolved to win. You may be sure that maps were used by the Japanese in the assault on Pearl Harbor, and you may be just as certain that the soldiers, sailors, and airmen of the United States, in defeating the Axis Powers, will have more than a casual knowledge of map work.

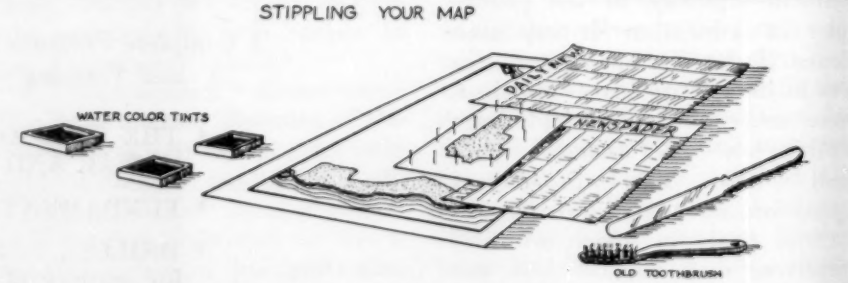
There are thousands of maps made every year in connection with school work and by our graduates after they leave school. A large percentage are poorly made indeed. With a small amount of instruction and a knowledge of the fundamentals, much of this mediocre map-work could be eliminated. A map may even be accurate and yet, for practical purposes, illegible, or, at best, unattractive.

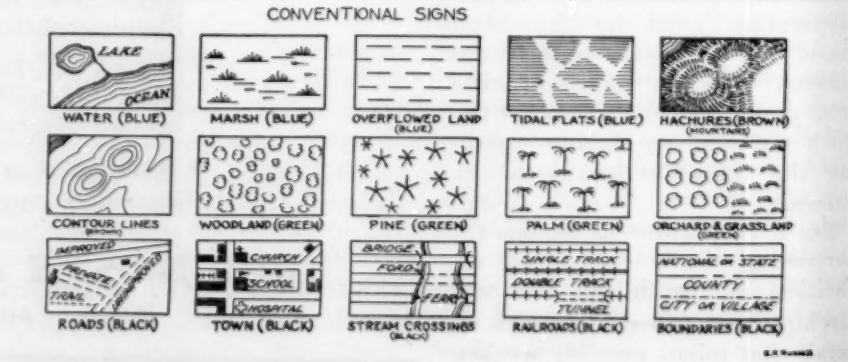
Here are a few suggestions intended for the improvement of all general map-making, and to give the map-maker himself a skill which he may carry with him into business, the Army, engineering, aviation, or teaching:

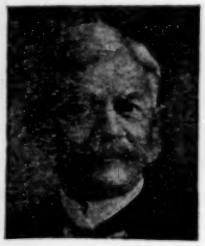
1. All map work should be accurate and neat. As far as possible, it should be pleasing to the eye.

2. Because much of the information displayed on maps is printed, the map-maker should master a few simple types of lettering. Combining capital letters at random with lower case letters, or mixing vertical letters with slant letters in the same word or









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line, is one sure way of spoiling the appearance of a map. Guide lines, in pencil, should be drawn lightly for all letters, and the letters themselves should then be drawn between these guide lines with the greatest care.

3. There are a few simple tools which the map-maker must possess. For maps drawn in pencil only, he must own an ordinary number 2 or 2H pencil, a 4H pencil, a red eraser (never an ink eraser), and a straight edge, such as a ruler or a draftsman's triangle. For maps to be finished in ink, the map-maker must own, in addition to the above tools, a bottle of black waterproof drawing ink, pens suitable for letters, and an erasing shield. Colored ink or pencils may be used if the map is of the kind which can be brought out best in color. Avoid using cheap, waxy crayons if you want your map to look well.

4. If you desire to finish your ink map with a color tint on the various countries, states, or political subdivisions, cut out a stencil from thin paper, after tracing the outline of the country that you want tinted. Pin the stencil down lightly on your map, and cover, with newspaper, all the rest of the map that is not to be tinted with that particular color. Then dip an old but clean toothbrush into a water-color solution of the desired color. By scraping a knife blade along the brush, with bristles held upward over the stencil, the tint will be spattered, or "stippled," on the map. When the stippled section is dry, remove the stencil, and continue the process with other stencils, until the map is completed. The result should give you a map finished in soft, light tints.

5. There are a few basic colors needed in tinting or in finishing your map in color: blue is used for water features, that is, for oceans, lakes, rivers, ponds, and salt or fresh marshes; brown, for topographical features, such as mountains, hills, and contour lines; green, to represent vegetation, i.e. trees, growing crops, and forests; black ink, to show the works of man; red, to show some important feature, one that should catch the eye at first glance. On aeronautical maps, landing fields are printed in red.

6. The more common symbols used on maps should be memorized. They are simple and usually look like the objects that they represent. Notice the symbol for a church, a road, a school, a railroad.

7. If you want your map to have a pictorial aspect, as well as being useful, it may be decorated with old-fashioned ships, flags, fish, mermaids, and whatever else your imagination decides.

8. Your finished map should include a title, a date, a key to any symbols used, a scale (so many inches equalling one mile), and the name of the cartographer (That's you!)

Following is a list of books which may prove useful in further study of this subject:

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A. Periodicals

1. "Geographical Review," published by the American Geographical Society, Broadway and 156th Street, New York City.

2. "The National Geographic Magazine," published by the National Geographic Society, Washington, D. C.

3. "Maps," a list of publications published by the United States Government Printing Office, Washington, D. C. One section of this list gives a number of publications devoted to map-making.

4. "Journal of Geography," published by the National Council of Geography Teachers, State Teachers College, Mankato, Minnesota.

5. "Economic Geography," Wallace W. Atwood, Editor, Clark University, Worcester, Massachusetts.

B. Books and Articles

1. "Big Geographer, John Kirtland Wright," one of a series of articles called "Profiles," in "The New Yorker" of July 26, 1941, page 20.

2. "Methods in Geological Surveying," by Greenley, published by D. Van Nostrand Co. Inc., New York City. This is an advanced book, complete in geological surveying and map making.

3. "Van Loon's Geography," by Hendrick Willem van Loon, published by Simon and Schuster, New York City; also published by other publishing houses. Chapter IV, on "Maps," is particularly recommended.

4. "Unrolling the Map—the Story of Exploration," by Leonard Outthwaite, published by Reynal and Hitchcock, New York City.

5. "Topography and Surveying," a War Department publication of twenty-five pages in color, for sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C., price thirty cents. This booklet is complete with symbols, lettering, and sample maps. The order number is "Training Regulations 190-10."

6. "What Does a Map Mean to You?" by Edgar Farr Russell, an article in "The Reserve Officer" of May, 1940, page 11, an historical sketch with the emphasis on military maps.

7. "Hakluyt's Collection of the Early Voyages, Travels, and Discoveries of the English Nation," in eight small volumes, Everyman's Library, published by E. P. Dutton & Co., New York City.

8. "A Manual of Engineering Drawing," by Thomas E. French, published by McGraw-Hill Book Company, New York City; chapter about topographical drawing.

9. "World in Maps; a Study in Map Evolution," by W. W. Jervis. Oxford, 1937, 208 pages and 24 maps.

10. "The Millionth Map," an article in "Scholastic," the American High School Weekly, January 12-17, 1942, page 29.

11. "Elementary Map and Aerial Photograph Reading," a War Department publication of 100 pages with two maps in color, for sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C., price thirty cents. This is a pocket-size book, stiff paper back, and suitable as an elementary text in map reading. The order number is "FM 21-25."

TEXBOOKS ARE CRITICAL MATERIALS

AGNES SAMUELSON
Secretary, Iowa Teachers Association
Des Moines

IT IS a long path from the Orbis Pictus to the modern textbook in geography. It is no small jump from the New England Primer to the work type reader or visual aid materials. These exhibits from yesterday and today record the story of schools, especially the elementary and secondary grades. Every chapter is replete with the struggles of our pioneer educators to humanize schools, adapt instruction to the needs of children, and to bring learning within the reach of all.

In a nutshell, the story of the textbook is the story of the development of educational methods.

The history of the textbook and the developments in teaching materials and equipment parallel progress in life around us in the home, the farm, the factory, and everywhere. Transportation history, for example, may be expressed in such terms as covered wagon, iron horse, automobile, and airplane. Likewise, educational progress in our history may be described by such terms as Horn Book, New England Primer, Webster's Blue-backed Speller, McGuffey readers, and modern texts or recreational literature for children.

Those who are searching for something different in public relations might do well to explore the possibilities of the story of the textbook as a way to interpret trends and developments. With a little imagination and planning a sizeable project will unfold. A display of antique exhibits of furniture, clothes, shoes, and the like

in the store windows never fails to attract attention. School texts and equipment of yesterday and today are just as interesting. Short radio skits and dramatizations are bound to follow the research work and make the project come alive. The opportunities to appear before community gatherings will increase. A McGuffey program always clicks.

In preparing the references and materials for such a project, a school textbook representative is often available to assist. Of course, he is a publisher or salesman by occupation, but his wares are essential. The same is true of school supply and equipment people. They usually come from the ranks of the profession and have had experience in teaching or administration.

They have opportunities to observe schools over a large area and to come in contact with hundreds of school people and boards of education. They know the pulse of the people. They advertise in educational journals and exhibit at educational conventions. They have an ethical code to guide their practices. They meet authors, editors, designers, teachers, parents, and other salesmen. They follow new trends and yearbook reports. It is their business to be informed.

This is not intended to eulogize them or hand them orchids. It is to give them the break to which they are entitled and to recognize that their services go beyond commercial lines. They are sometimes called educational missionaries. At any rate, they do bring new materials to the schools and thus help to keep instruction out of a rut in many places.

Research is constantly improving the textbook just as it is streamlining industrial products. Compare the automobile of latest type and 1900, for example. The mechanics of textbook making, the ethics of marketing, and the criteria of selection are also different. To stand up under competition, usage, and laboratory analysis, books have to meet rigid standards. The present conditions make that all the more obvious.

The point that textbooks are not expensive items in comparison with their importance in the educational program needs constant emphasis. The amount per pupil and the per cent of the text book expense in the total annual budget are surprisingly low.

It is imperative that schools function with top-notch efficiency during the emergency. If they are allowed to slump in wartime, they will not be able to do their part in the reconstruction work to follow when the storm is over and the rainbow of peace shines again over the earth. This is the time to uphold instruction. Textbooks, teaching supplies, and equipment matched to the needs of the program are critical materials. Keep this ammunition rolling in our schools.

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DISCIPLINE—WHOSE JOB?

C. HERMAN GROSE
Superintendent of Schools
Erie, Pennsylvania

THE principal is the responsible head of the school. Pupils, teachers, and parents recognize him as the leader of the school over which he presides as principal. This position of leadership carries with it certain definite obligations from which the principal cannot escape and if he is a real educator does not wish to escape.

The first obligation is to possess a clearly defined, clean-cut, and well-stated philosophy of education. Everyone in the school organization has a right to know the direction the school leader is headed. Personnel cannot follow a leader who does not know where he is going or who does know but does not tell his associates.

A second obligation is to set forth the objectives, general and specific, through which his philosophy may find application. A third obligation is to formulate the policies by which the objectives may be attained. A fourth obligation of the principal is to set up procedures for the control and direction of the many phases of organization, administration, and supervision which demand his time and attention. The fifth obligation is to delegate actual detailed work insofar as possible to others in the organization so that he may be free to accept the major responsibility of school leadership which is his.

There are other major obligations, of course, but these five will serve as the basis for this discussion on school dicipline. The principal who has expressed his philosophy, stated his objectives, formulated his policies, set up his procedures, and delegated performance has already solved most of the problems of school discipline. If he has done these five things and has done so with the cooperation and sympathetic understanding of his teachers, then all are on common ground and know just what standards are to be maintained in the school. When standards are definitely established both for the usual routine of the school and for the extra curricular activities as well and are made known to all, many problems of discipline are prevented from occurring. It is usually true that pupils are ready and willing to do what is required of them if they know what to do, understand how to do it, and are given proper guidance in self-control. It is certainly the principal's responsibility to take these preventive measures to avoid disciplinary problems.

More cases of discipline result from poor teaching than from any other cause. Inefficient teaching, often, not always, comes from the beginning teacher who for several possible reasons has not succeeded in making a satisfactory adjustment to her new work. Proper guidance for the new teacher will prevent many troublesome situations in the classroom and in the school, and the responsibility for this guidance surely belongs to the principal. Problems of school discipline can be classified quite readily. There are few new disciplinary situations in any school. Year after year the same situations occur. Every principal and teacher knows in advance what they will be. John and Dick had a fight on the way home from school. Henry threw a snowball at Pete and hit Mary by mistake, breaking her glasses of course. Jack tripped George in the corridor. Jane was pushed at the drinking fountain, causing her to break a tooth on the fixture. Dorothy chewed gum in Miss Smith's class. Alex smoked a cigarette in the boys' room. Mike failed to clean his place at the cafeteria table and slapped Aloysius who told him about it. Andy took ten cents from Pat's locker. George dropped a marble in the auditorium during assembly. Marjorie ran downstairs. Jerry refused to take a shower. Sally was tardy. David played hooky. Year after year it happens. Only the names and dates are different. The principal knows in advance that he may expect these situations and many others of a similar nature. It is his responsibility to be prepared to meet them as they arise and to have a pattern procedure for the disposal of each kind of case.

So far this discussion points the finger at the principal and seems to make him solely responsible for all school discipline. Such is not the intention and if so could not be justified. Disciplinary cases which occur outside the school building, and those which occur inside the building but not in a classroom with a teacher in charge, are primarily the responsibility of the principal. Cases which occur in the classroom are certainly the responsibility of the teacher and the teacher must accept that responsibility if she is to become a successful teacher. Theoretically, the classroom door may be the dividing line of responsibility for school discipline. This does not mean that the principal has no obligations to the classroom teacher nor does it mean that the classroom teacher has no obligations to the principal in extra classroom disciplinary situations. It simply means that a teacher who cannot manage the problems in her room without the constant help of the principal cannot be a successful teacher in the school. The principal cannot be in every room all of the time and as far as control is concerned the teacher

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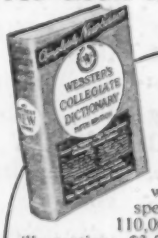

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must assume that he cannot be in any room any of the time. The teacher must not depend upon the principal to keep order while she teaches. It is the duty of the principal to give serious study to the cases which arise in the classroom, to diagnose them, and prescribe remedies. He must also give full support and backing to the classroom teacher. It is his obligation to give every bit of professional help he can to solve classroom problems. Improved teaching usually improves classroom discipline and the principal owes it to his teachers, every teacher alike, to give supervisory assistance that will result in better teaching. The principal owes something else to the classroom teacher too and that is to avoid belittling her or scolding her or embarrassing her in any way in front of a group of pupils or even in the presence of one pupil. "Never" is a word I seldom use. It seems too final and certain and we cannot be too sure of ourselves in many things, but I do say to the principal, "never, never humiliate a teacher in handling a classroom disciplinary situation."

The responsibility for pupil control in the classroom is the teacher's but it is also the responsibility of the principal to give needed help and encouragement and support to the teacher. In attending to disciplinary cases the principal is usually in the role of judge, finding out the facts and then giving a just decision. Sometimes the decision must be against the teacher but even then the principal can and should avoid treating the case in a manner that will create future problems for the teacher.

Every teacher is familiar with the expression, "I sent him to the Principal's office but the Principal didn't do anything about it." How often too have we seen an office full of boys waiting for a session with the Principal, and sometimes we even see a pupil standing in the corridor outside a classroom, and have you ever heard a teacher say "Get out of my classroom and don't come back"? All of these commonplace situations which are quite familiar to an experienced principal or superintendent indicate a lack of understanding between the principal and the teacher about the standards of the school with respect to pupil behavior.

It is the responsibility of the principal as the leader of the school to have definite policies regarding these details of control. Teachers should know what offenses are to be brought to the attention of the principal and what is to be done about them. If the teacher sends legitimate cases to the principal, then she should receive his support as evidenced by prompt and unflinching action. If the teacher is incorrect in her understanding of procedures or is inefficient, then the principal has the task of explaining or correcting. Negligence and procrastination are inexcusable. It was said a moment ago that the principal usually plays the role of judge in reviewing disciplinary problems. It should be said here that the decision of the principal should be final. Decision and follow-up are the principal's responsibility and it is the duty of the teacher to give him her support in enforcing the decision. There can be no disagreement if beneficial results are to be obtained. A teacher who quibbles over decisions creates rather than solves problems of control.

I hope you have not inferred that I think the teacher has no responsibility for school discipline outside of her classroom. On the contrary, I sincerely believe that teachers should and often do exert as much influence over pupil behavior in extra-curricular events as they do within the four walls of the classroom.

Then again in a modern school with all of the activities included in the program, no principal can possibly control pupil behavior without the faithful help of his teachers. Although the general tone of the school is the primary responsibility of the principal, teachers have a secondary responsibility to assist him in carrying out the program he has planned. Few principals can and none should be expected to carry the full load of extra classroom discipline. A principal must outline procedures, make assignments, and determine standards. He must have help to execute his program. The school assembly is a good example of what is meant. The principal and teachers and pupil representatives may agree upon the standard of pupil behavior in the auditorium but a principal cannot enforce such standards without provisions for assistance. I have heard a principal on the auditorium platform try to shout down a thousand pupils who failed to cooperate with him in a school assembly. A home room meeting in which audience manners are discussed would help establish acceptable auditorium standards of conduct. Teachers should give support in maintaining desired standards in corridors, toilet rooms, cafeterias, fire drills, air raid drills, athletic events, school parties, auditorium programs, and many other school functions. This support can be given best by teaching pupils in the classroom through the media of the usual school subjects to control themselves and to learn to get along with each other.

The perfect principal, and I have never yet seen one, could not run a good school without good classroom teachers. Perfect classroom teachers, and I know of none, cannot make a good school out of one which suffers from poor leadership in the principal's office. The principal and his teachers must recognize no hard and fast dividing lines of authority in responsibility for discipline except those worked out in cooperation.

The principal who refuses to accept any responsibility whatever for support of classroom teachers and classroom teachers who disclaim any responsibility beyond their classroom are lacking in

their understanding of the ideals of the teaching profession. "One for all, and all for one" must be the spirit behind the direction of the school if pupils are to receive the educational benefits to which they are entitled in a modern educational program.

STUDY DEMOCRACY WHERE YOU ARE

ELBRIDGE SMITH

OUR educational efforts are dedicated to the preservation and extension of American democracy. The local community is a vital factor in the growth of this way of life. We cannot with sureness expect the rising generation to live, work, and even die for something they have not learned to understand or value. With these ideas in mind the senior social studies class of Cornwall High School (N. Y.) cooperated with a similar group from the George School in Pennsylvania in making a survey of community life.

The venture was noteworthy in several respects; it demonstrated the practicability of public-private school cooperation; it furnished pupils with purposeful opportunities to meet adults of the community; it gave these young people a chance to observe the functioning, the strengths, the weaknesses, and the possibilities of democracy at work in a small town; and it brought to light the need for further adaptation of this technique in high school usage.

Preparation for the survey involved the rapid review of "Middletown" and "Middletown in Transition" by the Lynds and a careful study of the Russell Sage Foundation's manual, "Your Community" by Colcord. At this point the group was divided into committees—each to work on separate aspects of community life. The personal choice of the individual student of both Cornwall and George School largely determined the composition of these groups. Seven committees were selected to be responsible for investigating: History and Government, Business and Economic Conditions, Health, Religion, Education, Social Conditions, and Culture. Preliminary objectives were exchanged through the mails. The first joint committee meetings in Cornwall were to formulate mutually agreeable aims and procedures. Almost completely this was a student activity with faculty members taking a very secondary position.

Over and above the committees previously mentioned was a planning committee appointed in each school. Its members had the task of making arrangements for housing, transportation, tentative schedules of major interviews and activities. After the survey had begun, the joint planning committee undertook to coordinate the work of all committees, to revise schedules, to arrange for special interviews, and to assume general responsibility for everything that was done.

Community support was essential to the success of the project. To this end the school board, which offered school facilities as headquarters for the group, publicized the undertaking widely. The "Cornwall Local", carried two excellent advance articles, and the many town families who received the George School boys and girls as paying guests were adequately informed of the purpose of the survey. Students were coached in conducting interviews that they might emphasize the fact that the purpose was to secure information rather than to prove a particular point of view. We attempted to point out to them the polite methods of meeting strangers, of interesting them in our project; in order to provide us with the salient facts and judgments relative to their endeavor.

Because of the imminence of final examinations as well as the financial burden for the George School people it was decided to limit the actual on-the-spot work to seven days. Within the first twenty-four hours came a talk on political organization by the local Assemblyman, a comprehensive tour of the whole town, a two-hour meeting of each committee, and a general session directed by the planning committee. The programs of the succeeding five days were much alike:

8:30 A.M.—Reports by committees of progress and outline of day ahead.

9:45—Interviews, conferences with faculty advisors or special addresses by people of interest to two or more groups.

12:15-1:30—Dinner and rest.

1:30—Interviews and trips to factories, offices, etc.

5:00-7:15—Rest and supper.

7:15-8:45 — Planning Committee meeting atttended by one member of each group and faculty advisors. Other members used this time to write up interviews and organize data. The morning of the final day was given over to a general session at which preliminary reports were read and criticized. This gave opportunity to correct inaccuracies and erroneous impressions. The afternoon was used to revise reports. A final gathering of a social nature was held in the evening.

During the following week the two social studies groups reviewed the work and attempted to reach some valid conclusions. The final committee reports were checked by faculty members and other qualified adults for factual and structural errors before they were combined into a fifty-two page mimeographed report which is on file in the two schools. Major portions of the report appeared in the "Cornwall Local" paper, while copies were placed in the hands of civic leaders who are in a position to act upon the suggestions.

It was mutually agreed that although seven days constituted too brief a time everyone from Cornwall knew tremendously more about his home town than he had known before. Many students felt that the time was inopportune. The nearness of final examinations made participation difficult for the average or below average pupils. From a teaching point of view, such a study, if made in the fall, could be the basis for effective correlation of English, Economics, and Problems of Democracy courses. More intensive background preparation would have produced a more uniform and polished procedure in collection of data through interviews. The number of faculty advisors in relation to the size of the group was too small—the ratio being 1 to 12; therefore committees were frequently unable to obtain guidance as immediately as was desired.

Nevertheless the fifty members of the group, the educators, the business men, the townspeople, all who came in contact with this project felt gratified at the civic, educational, cultural, and social values which evidenced themselves in so brief a study.

Democracy thrives under an alert, active electorate. We encourage you to survey your community. Be assured that participating youths and adults will emerge with a deeper love and understanding of Our American Way.

THE COMMERCIAL DEPARTMENT FINDS WAYS TO SERVE

SISTER AGNITA, O.S.U.
Maple Mount, Ky.

THE commercial department in a large or a small high school can make itself a very far-reaching influence, and as the advertisements say, "can fill a long-felt need."

In our particular school, a large graded and small high school, our commercial department has come to be looked upon as a local service station. Students have shown themselves both efficient and willing helpers to the various teachers. Test-making is one of the favorite and most helping-hand-lending extra-curricular activities. Members of the classes have also given valuable help in the copying of hymns for church services, and in making copies of songs for the glee club and choral club. These copies were sometimes made in carbons, sometimes in hektograph, and quite often in stencil for the mimeograph. To the choral reading classes also, the typists have given help by furnishing copies of the various desired selections which cannot be found complete in any one text book.

Was there a letter to be written to the county superintendent in acknowledgment of a consignment of books? All commercial students could write a letter of appreciation, and the best one was selected for mailing. There was no lack of laudable pride in being able to say, "My letter was sent to the superintendent."

A number of our students also served on the registering board the day that Uncle Sam took account of his fighting men, and later, on the sugar rationing day.

One of the most efficient typists copied a master's dissertation for a member of the faculty, and an excellent job she made of it. Others have taken pride in assisting in the work of accessioning the library and in making the accession entries; still others made catalog cards, thus relieving the librarian of much technical work, the while they themselves learned valuable lessons in care and detail, lessons which will serve them well in the future, teaching them to avoid everything that is slipshod.

We feel that there has been perfect reciprocity between our typing and our other departments and all things have worked together for the good of all.

History in Stone and Bronze

GEORGE W. LYON
Pittsburgh, Pa.

If you are a teacher of history, as I was for several years, I would suggest that you interest your class in historical shrines, monuments, and the inscriptions on tablets, bronze markers, and the like. Any historical event worth being commemorated in bronze is certainly worthy of further thought and study.

On one occasion when attending a convention of the National Education Association in Boston, I engaged a little Italian newsboy in conversation, quizzing him about local history. I was greatly surprised by the extent and accuracy of his knowledge of Boston's history. I asked him, "How did you gain such an interesting fund of local history?"

"I get some of it in school," he answered, "but the best of it I get from reading every tablet and bronze marker around the city. I think you can believe what is cast in bronze or cut in granite."

This was the best thought I took from that convention, and I immediately set my history class at work searching out and reporting on every historical shrine, monument, marker and bronze tablet in their city.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Selecting Textbooks

Progress in public and private school education in the United States can be measured in terms of several measures. One of the most important is the textbook. Schools have come a long way since the Dame Schools and the American colonial schools and the stern-faced school master. Nothing connected with education has contributed more to the improvement of schools than textbooks.

The selection of textbooks is an important part of school planning. The procedure should be based on democratic, philosophical and, so far as possible, scientific principles. In Perth Amboy new textbooks are selected by committees of teachers, supervisors and principals. The committees obtain from the publishers textbooks in the subject matter field under consideration. The selections and recommendations of the committees are presented to the superintendent of schools and by him to the Board of Education. The Board of Education invariably accepts the recommendations and adopts the books. The names of these books are then placed on the approved list and they may be requisitioned by the principals. Textbook companies are always willing to cooperate by sending sample books to the committees, and on the other hand it is a rule of procedure that no one except the chairmen of the committees shall ask the textbook companies for sample books.

Books on the adopted lists are basic texts. Supplementary texts may be requisitioned by the principals on requests of teachers without official adoption by the Board of Education.

I think the above brief statement of procedure shows that it is democratic. The philosophical principal enters into the situation in the discussions by the committees of the purposes and needs involved in requests for books. Space does not allow the discussion of the scientific principles involved in the selection of books. The committee sets up certain definite criteria regarding what constitutes a good textbook. These criteria of course vary with the subject matter field. The Readers Guide is an excellent source book for committees or individuals desiring information on practically any education subject including textbooks.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Teachers Give the Cue

Frequently the teacher determines the student's reaction. Consciously or not he gives the youngster his cue—and like a good ball player the child seldom muffs.

Every student watches his teacher—he studies him, analyzes his behavior, statements, tone of voice and facial expression — and, for good or bad, frequently permits his reactions to evolve in the light of that study.

Teachers, too, are students of psychology—they study the children and, if not too busy making out reports and records and attending committee meetings they may have time to handle the youngsters in the light of that analysis. The difficulty is that often the instructor is under too much pressure to be able to say and do the right thing at the right time and place. Then again some of us may not have enough of the diplomatic touch.

Disregarding alibis and getting back to fundamental issues, this point is self evident: the teacher is to blame for much of the difficulty in which he finds himself upon occasion. For instance if an instructor makes it plain to the class that he does not like a certain piece of literature, if he shows that he hardly can wait until the recitation is over, the class will not like the selection either. Their pattern of reaction has been predetermind—they have been told that this is a bitter pill.

The teacher in every instance should be buoyant and happy; he should show that he enjoys the literature, mathematics or grammar that he is teaching; he should insert a well-pointed joke once in a while to relieve the tensity of the situation without cheapening the educative process. If the class know that the instructor likes what he is teaching, if they can be made to see that it contains humor and is related to life now, as we live it, they will enjoy the work and apply themselves to it.

Remember, the children are noting everything you do and say—they study you as much as you study them—they understand you as much as you understand them and perhaps more. If you are to exercise the proper influence over them they must feel that you are interested in them, in what you are teaching, in your fellow teachers and in the total school.

You cannot dislike education and the school and expect the children to like them—or you. Spirit and attitude are catching—be sure you generate a lot of the right kind. The children will not muff.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

Except for minor changes, schools in the middle west since September 1942 have operated relatively normally. With the lowering of the draft age to eighteen, however, the number of senior boys who have either enlisted or permitted themselves to be inducted has risen so high that schools now face serious loss of state aid. Add to this the number of boys and girls who are constantly leaving for defense jobs offering notoriously high wages and it is now obvious, if not before, that the "education as usual" sign must be exchanged for one definitely more ominous.

Administrators are only now beginning to feel the impact of war, particularly as it affects teaching personnel. The grave danger to be avoided, if possible, is one from which defense industries by government edict have been saved, i.e., leaving one job to go to another at higher rates of remuneration. For local school districts to fill vacancies with teachers from other districts is to rob Peter to pay Paul if education is to be considered, as it should be, on a national scale. The alternative to a shrinking faculty is to load up with additional courses those teachers who still remain on the force. Occasionally it is the good fortune of an administrator to be able to hire a relatively qualified substitute, but even the ranks of that group are thinning to the imperceptible state. Ironically, the government "requests" schools to step up production in science, mathematics, shop, and physical fitness! Until education is put into the category of a defense industry and thus eligible to receive like consideration with respect to freezing key instructors to their desks, schools can not do the job which must be done.

The United States Department of Commerce has released statistics which indicate that at the end of 1941 living costs had risen to an index number of 145. Since 1941 costs have skyrocketed an additional twenty per cent. "Business Week" predicts we are due for still another twenty per cent before December, 1943. Teachers' salaries must be raised to make their positions as lucrative as other fields of work—if teachers like other human beings may have the means with which to pay their bills.

Michigan schools for 1943 are requesting an appropriation of $50,000,000, a twelve per cent increase over the previous two years. $3,000,000 will be earmarked for the equalization of salaries to the present rise in cost of living. A recent investigation conducted by Superintendent C. L. Bystrom, Newberry, Michigan, shows that at the end of last year the average salary received by primary teachers in the larger Upper Michigan schools was $1,344. High school men teachers averaged $1,788; for women in high school it was $1,601. When youths with no more than an eighth grade (or less) education can secure jobs paying as much as $135 a week, it is easy to understand the present unrest in the profession.

▼

An administrative problem with which all schools must contend in these days of crisis is with reference to the granting of credit to boys and girls entering the armed services either through induction or enlistment. In World War I blanket credit was awarded without regard to educational achievement. The evils of such a policy are still too fresh in the memory of superintendents and principals who were in charge of schools between 1914 and 1918.

The Department of Public Instruction in Michigan recommends the following: "1. The granting of credit in secondary schools and colleges should, in the case of each student, be upon the basis of actual achievement. Credits and diplomas might well be granted at any time. For instance, soldiers might receive diplomas in absentia. 2. It should be the responsibility of each secondary school or college to evaluate evidence of such achievement and to classify the student accordingly. Such evidence may include performance upon achievement examinations given either by the institution or the armed forces, reports of achievements in correspondence courses taken while in service, or any other data showing the individual has had equivalent educational experience to that obtained in the high school or college.

"For instance, credit to the extent of one-half semester might well be granted upon presentation of evidence by the student of having completed the basic training course ordinarily included in the first thirteen weeks in the armed forces. Credit, however, should be assigned in the light of the training involved and of the curriculum pattern of the institutes."

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The News Digest

OF EDUCATION IN ACTION

Liberal Arts Eclipsed By Vocational Courses

PHILADELPHIA.—With the opening of the Spring semester, high schools and colleges report that a record number of students are flocking to technical and vocational courses, anxious to take work that will be of immediate value in the war effort. For the duration, the liberal arts program is being eclipsed in the educational world.

In all sections of the country, on both the secondary and higher levels, the emphasis now is upon technical training. As never before, young men and women are turning to mathematics, chemistry, physics, statistics, meteorology and similar fields. Less attention is paid to philosophy, Latin, French or the social sciences.

At the same time, the United States Office of Education is sponsoring vocational training for war production workers on the secondary level, and a gigantic engineering, science, management, war training program on the college level.

Says Tenure Will Prevent Teacher Shortage

MILWAUKEE.—States having teacher tenure laws will have no appreciable shortages of qualified teachers this year, Miss Frances Jelinek, chairman of the Tenure Committee of the National Education Association, and president of the Milwaukee Teachers' Association, said in an interview.

Teachers whose positions are protected by tenure laws, providing that a teacher may be discharged only for inefficiency, and only after a public hearing, are not leaving the schools to enter industry in great numbers, said Miss Jelinek. The security of their positions is worth more to them than the higher wages obtainable in shop and factory.

In states where permanency of tenure is not assured, and especially where this condition is coupled with low salary schedules, a teacher shortage of alarming proportions has developed. This is particularly true where rural teachers receive much lower salaries than do others.

St. Louis Meeting Called Off In Aid of Transportation

WASHINGTON.—It was announced on January 26 by President Homer W. Anderson of the American Association of School Administrators that the annual convention scheduled to meet in St. Louis the latter part of February had been cancelled. Following is Mr. Anderson's explanation.

"It is with extreme regret that we must announce the cancellation of the seventy-third annual convention of the American Association of School Administrators which was to have been held in St. Louis, February 26-March 2, 1943. A letter just received from the Office of Defense Transportation makes this action unavoidable.

"Early in the fall, acting under advice from the Office of Defense Transportation, the Executive Committee of the A.A.S.A. amended the dates of the St. Louis convention so as to avoid week-end travel.

"Later on, when the strain on railroads and other public transportation became more critical, the Office of Defense Transportation made further examination of the conditions of proposed conventions. During the latter part of December and early in January, we had conferences with the Director of Traffic of the O.D.T., who summarized the situation in a letter dated January 13, addressed to the officers of this association.

"Upon receipt of this letter a special meeting of the Executive Committee was called for Saturday, January 16, at which time the Committee prepared a letter to the O.D.T. setting forth the reasons why those responsible for the conduct of the schools should meet for deliberation and counsel. A reply to the committee's letter has just been received in which it is stated that the O.D.T. cannot concur in the decision to go forward with convention plans. Urgent reasons why the convention should be cancelled are pointed out.

"While there can be no doubt that this convention would have made a valuable contribution to the war effort, yet ,after weighing carefully all considerations, it seems best that we render complete assistance in the efforts to relieve the increasing burden on public transportation systems through the cancellation of this convention. We are certain that the members of the association will readily understand the spirit of cooperation with the war effort which necessitates this action."

She Drives School Bus Heads Local PTA

JEFFERSON, OHIO.—Although women cab drivers are not legal in Ohio, a 55-year-old grandmother has been skippering a school bus for twenty-two years.

Mrs. Millie May Hodge of New Lyme Road has never been involved in an accident while transporting children to or from school. She drives the New Lyme Township school bus and started her twenty-third year with the opening of school.

On top of her jobs as wife, mother, grandmother and bus driver, she takes an active interest in school affairs and was recently re-elected to her second term as president of the local Parent-Teachers Association.

University of Chicago Now Owns "Britannica"

CHICAGO.—The gift to the University of Chicago of Encyclopedia Britannica, Inc. by Sears Roebuck and Company was announced by President Robert M. Hutchins of the University and General R. E. Wood, chairman of the board of Sears. The gift includes the Encyclopedia Britannica, Britannica Book of the Year, Britannica Junior, and the Encyclopedia Britannica World Atlas.

The oldest and most famous continuing publication in the world, the Encyclopedia Britannica was first issued in Edinburgh in 1768 and is now in its 175 year. Its distribution is world wide, with subsidiary companies in England, Canada, and South Africa. These companies are included in the gift.

12 to 15-Hour School Day As Delinquency Offset

BRIDGTON, ME. — Keeping schools open 12 to 15 hours a day and seeing that they are adequately staffed with men as well as women teachers are steps recommended by H. H. Sampson, Headmaster of Bridgton Academy, to check the alarming increase in juvenile delinquency.

Believing that it is too late to educate individual parents to meet the immediate crisis, Mr. Sampson thinks the community must shoulder the task through the schools. "The first thing we will have to do," he said, "is what they have done in England—consider the schools as community projects and keep them open 12 to 15 hours a day, including Saturdays and vacations.

Northwestern University Receives $20,000,000

EVANSTON.—In excess of $20,000,000 will come to Northwestern University from the estate of Walter P. Murphy, manufacturer of railway supplies, who died recently, it was announced by President Franklyn B. Snyder at a meeting of the board of trustees.

This is the largest bequest ever made to higher education by a citizen of Chicago, and is probably the largest in the nation since 1924, when James B. Duke willed $40,000,000 to Trinity College (now Duke University).

Mr. Murphy specified that the fund should be used to develop, maintain, and operate the Technological Institute of Northwestern University, which was founded in 1939 with a gift of $6,735,000 from the Walter P. Murphy Foundation.

Four Out of Five High School Boys Will Go To War, 'Rick' Says

WASHINGTON.—Capt. Eddie Rickenbacker warned here that 80 per cent of America's high school youth must look forward to active service with the armed forces.

The president of Eastern Air Lines, hero of one of the war's most stirring escapes from death at sea, said it was his conviction that the war cannot be ended before the Fall of 1944 and that our youth must be the ones to win it.

The occasion for his remarks was his formal acceptance of the chairmanship of the National Policy Committee of the High School Victory Corps, under which boys and girls will be trained for war.

He broke down the outlook for high school boys as follows:

40 per cent in the Army and Navy Air Corps (ground forces and plane crews).

32 per cent in the Army.

Eight per cent in the Navy and Coast Guard and Merchant Marine.

20 per cent in production and in community occupations.

At least 50 per cent of all high school girls must look forward to production, home defense, and community occupations, he added.

"High school boys should not think in terms of college these days," he said. "Their job is to win the war and they can do it without a college education. They can go to college after the war.

"Their only future today is to learn to wage war, because if we lose they'll have no future. We'll all be serfs and slaves."

War-Time Threat To Universities

CHICAGO.—Intellectual rather than financial bankruptcy is the real threat the war brings to universities of the country, President Robert M. Hutchins told the annual dinner meeting of the trustees for the faculty of the University of Chicago at the South Shore Country Club.

One immediate answer on the part of the University of Chicago is to continue support of research, Mr. Hutchins said. Another is to strengthen its faculty while the war is on.

"I wish to say now, in the most unequivocal terms, that the present administration of this university will support research worthy of the University of Chicago whether the member of the faculty who is doing it has any students or not. The only question that will be asked is the one that has been asked in peace time: whether the research, to say nothing of the professor, is good."

Value of War Courses "Mainly Psychological"

PROVIDENCE, R. I. — Pre-induction courses recently added to programs of high schools and colleges to meet war-time demands are of psychological rather than practical value, Henry M. Wriston, president of Brown University, charged at a meeting of the American Academy of Arts and Sciences.

Most of the new vocational courses, such as code analysis, he said, are of psychological importance because they give to the boy still in school a feeling of belonging to the war effort, even if only by way of preparation for actual participation.

Realistically, however, he declared, their value frequently is lost when men are inducted into the Army and assigned to fields of activity in which their specialized study has no bearing.

Professors Study To Be War Teachers

EVANSTON, ILL. — Professors with Ph.D. degrees and all sorts of other academic titles are going back to school here. About 100 of them, all members of Northwestern University's faculty, have enrolled in "refresher" courses which will enable them to teach subjects especially needed during the war period.

School Bus Service Cut in Granite State

CONCORD, N. H. — Transportation curtailment has hit the transportation of rural school students in New Hampshire. Throughout the State, transportation of school students is being curtailed as much as possible, according to State Commissioner of Education James N. Pringle. The number of vehicles used to transport school children has been cut, and routes have been reduced as much as possible. Under the ODT, certificates of war necessity have been issued covering more than 200 contracts for the transportation of school children in New Hampshire. Pupils, with certain exceptions, who have to cover less than two miles are required to walk under the new regulations. Side trips off main routes are banned, and the number of stops has been cut to a minimum. School authorities are warned that future supplies of gasoline and tires for the transportation of school children will depend on school authorities taking action to cut such transportation to a minimum.

Many Law Schools May Have to Close

NEW HAVEN., CONN.—Law school enrollments have been cut to one-third of their totals of 1940, Ashbel G. Gulliver, dean of the Yale school of law, said on a radio forum, and "some law schools or the universities supporting them, are already wondering how they can carry on."

Speaking of the effect of the war on law schools, Dean Gulliver said, "I can only guess that, unless the war is entirely over within a year, a substantial number of law schools will have to stop giving instruction."

Pointing out that he was not "thinking so much of the survival of a particular law school," he commented, "I am thinking rather of the fact that, if the war, with its emphasis on work in mechanics and the physical sciences, is prolonged, this country will face a critical shortage of young people trained in the social sciences, of which the law is one."

Citizenship Training Urged for Young

FREEVILLE, N. Y. — Citizenship training and character building for young people under 21 are the foundations of a better postwar world, Dr. Alexander Forbes, president of the George Junior Republic, asserted in the annual report of the organization made public here.

"Our failure to provide training and experience early enough in life for the responsibilities of citizenship accounts for much of the apathy and ineptness in government," said Dr. Forbes, who now is a lieutenant commander in the Naval Reserve on active duty in Washington.

The George Junior Republic is a miniature town in which boys and girls between 14 and 21 govern themselves democratically.

Principals Urge Students Finish Secondary Program

SYRACUSE, N. Y. — Admission to college of superior students at the end of their junior high school year was opposed by New York's secondary school principals, who urged pupils to remain in school and complete "the full wartime program of studies."

By staying four years in high school, students will reap the advantage of maturity and more thorough preparation which will make them better college prospects, the principals' association asserted in a resolution, which added:

"The many wartime curricular offerings of the high school provide for youth not yet 18 years of age the best preparation for higher education, service in the armed forces and future service to our country."

Legislative changes to protect teachers in the armed services and increase the size and value of State high school scholarships were advocated by Dr. Arvie Eldred, executive secretary of the New York State Teachers Association.

Private Business Schools Want Federal Aid

NEW YORK. — A War Emergency Council, representing about 2200 private business schools about the country has been organized. It is a part of the National Organization of Private Business Schools, and its function is to urge federal recognition and support of such schools in an effort to break the bottleneck caused by the growing scarcity of clerical office workers.

"The purpose of this new council is to stress upon federal education officials and the administration that private schools have been neglected for inferior teaching systems," said Thomas G. O'Brien, who is treasurer of the council and chairman of the Private Business School Association of Greater New York, comprising 125 such schools.

Two objectives are now under consideration. The first envisions a bill to be presented to Congress by which wives of men now in the armed services may be trained in these private schools to be office executives or simply a part of the clerical force according to their natural capacity and the time they will spend in the classrooms. This training would be paid for by the government.

Another proposed bill would provide for similar training of young men and women at government expense, under an agreement that the graduates would work for the government for the duration or some other fixed period.

Pupils Asked to Build 300,000 Model Planes

WASHINGTON.—The school children of the country were asked by the Navy and the Office of Education to build 300,000 solid model planes this year for training men in the armed forces and aircraft spotters to recognize types. A half million models were produced by students last year.

Dr. Clara Craig

PROVIDENCE, R. I.—Dr. Clara Elizabeth Craig, for many years dean of Rhode Island College of Education until her retirement two years ago, died recently. She was 74.

Dr. Craig was a graduate of Clark University and studied special courses at Brown University while director of training at Rhode Island College of Education.

She was one of the first to introduce the Montessori method in American education. She went to Geneva in 1929 as Rhode Island representative of the National Education Association at the International Teachers' Association conference.